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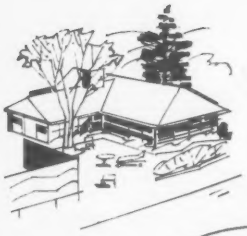

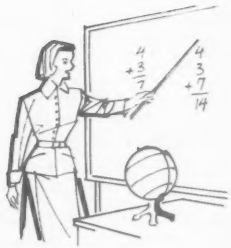

Exceptional Children

CEC Dates

April 4-8, 1961	CEC International Convention, Statler Hotel, Detroit, Michigan
June 28, 1961	CEC Program, NEA Annual Convention, St. Denis Room, Dennis Hotel, 2-4:30 P.M., Atlantic City
Nov. 15-18, 1961	CEC Western Fall Regional, Olympic Western Hotel, Seattle
Nov. 29-Dec. 2, 1961	CEC West Central Fall Regional, Commodore Perry Hotel, Austin, Texas
April 24-28, 1962	CEC International Convention, Deshler Hilton Hotel* and Neil House, Columbus, Ohio
Mar. 31-Apr. 4, 1964	CEC International Convention, Morrison Hotel, Chicago, Illinois

*Convention Headquarters

Other Dates

April	Teaching Career Month
Apr. 4-6	National Assn. of State Directors of Special Education, Detroit
Apr. 12-14	National Society for the Prevention of Blindness, Barbizon Plaza Hotel, N. Y., N. Y.
Apr. 21-22	Southeastern Regional Conference, National Association for Retarded Children, Hotel Emerson, Baltimore (Apr. 23, Maryland Society for Retarded Children; same location)
Apr. 26-29	National Assn. for Gifted Children, N.Y., N.Y.
May	Better Hearing Month
May 2-6	American Assn. on Mental Deficiency, Netherland-Hilton Hotel, Cincinnati

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The President's Page

Shown here at a CEC meeting of Dade County (Florida) special educators are Jean Sanzone, president-elect of the CEC Dade County chapter, CEC President Jack Birch, Harriet Vernick, director of special education for the Dade County Schools, Miami, Florida, and Gerald Koppele, current president of that area group, far right. The pictures were taken in Miami, in February, when President Birch spoke at a dinner meeting of the chapter.

Dear Colleagues:

Leo Cain and his co-workers at the Detroit International Convention gave future program committees a high standard to maintain. So did Paul Voelker and those who worked with him in local arrangements. As Tom Martin says "Orchids to them all!"

Baseball

Leo Cain has been so busy I haven't had opportunity to talk with him about the prospects of the San Francisco Giants. From the exhibition game records this spring, it appears that the Pirates might repeat their great performance of last year. Perhaps I can persuade Leo to schedule an Executive Committee meeting in Pittsburgh sometime when the Giants are playing here . . .?

Summer Sessions

The announcements are all out by now. Every teacher in Canada and the United States has a stack of invitations to study on campuses in every part of those nations and in many other countries.

I have three wishes. First, I hope you will attend school this summer as part of a systematic program leading to a higher level of professional competence. There is no room for the dilettante in special education. Second, I hope you will be constructively critical of the professional education courses you take. The standards teachers accept are the standards which will prevail. Third, I hope you will be refreshed and renewed by the personal and professional experiences you have at the summer session of your choice.

Mental Retardation Culturally Defined

I am grateful to Gloria Wolinsky for urging me to read *Light in the Piazza*, by Elizabeth Spencer. There is no more sensitive fictional writing on the subject of mental retardation's effects on parents. At the same time I know of no novel which exemplifies the cultural quality of mental retardation with such a combination of charm and accuracy.

Newsletters

Many chapter and federation presidents put me on the mailing list for their newsletters when I became president of CEC, and I have appreciated that thoughtfulness. In turn, I have used the newsletters to illustrate the work of our Councils' federations and chapters.

Do you send copies of your newsletter to the international office in Washington. It keeps the executive secretary in touch with your activities and gives the central office staff the benefit of your ideas to share with others.

Ibsen Revisited

The emergence of concepts of public responsibility for public education, welfare and health was a bright aspect of the Victorian period. Recently I enjoyed a discussion of the budding of social reforms as revealed in certain of Ibsen's plays. I was struck by parallels in the fields of special education and rehabilitation when considering the theme of *An Enemy of the People.* Henrik Ibsen heightened the drama by pitting brother against brother, Thomas against Peter Stockmann, in a conflict of ideas.

Chapter Programs for Next Year

On visits to local chapters recently I have learned

that several have already set the dates of their professional meetings for 1961-62 and have announced them in a notice to the membership. In many cases, too, the program (speakers, panels, demonstrations, etc.) have been arranged and reported. They tell me that helps to maintain continuity of membership and assures more substance in the professional presentation at meetings.

To Understand the Goal

Let us ask together that our understanding may be enriched in ways that will please God, and that we may have the full pleasure of increasing in knowledge of His goals as we move toward them.

Cordially,

Jack W. Birch

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SPECIAL EDUCATION FOR THE WEST

HALL SPRAGUE
LLOYD DUNN

THE West has been faced with a population increase in recent years, larger than that in any other region of the nation. The resulting challenges to education have been monumental. Not the least of these has been the demand for an extension of services to new thousands of gifted and handicapped children. While rapid strides have been made in this regard, many school districts have been unable to initiate or expand programs because teachers with the needed special skills have been unavailable. This situation became so critical three years ago that special education leaders in the region asked the Western Interstate Commission for Higher Education (WICHE) to collect data needed for assessment of various regional approaches to this manpower problem. The purpose of this article is to report on the recent survey which resulted from this request. But first a few words about WICHE.

The Commission was created by the Western Governors' Conference in 1950 under a compact which now encompasses all thirteen Western states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexcio, Oregon, Utah, Washington, and Wyoming. It is governed by 39 commissioners, three appointed by the governor of each member state. Its purpose is to achieve quality and economy in higher education through interstate cooperation. The Commission's activities include: administration of student exchange programs in medicine, dentistry, and veterinary medicine; maintenance of regional training and research councils in nursing and mental health; and coordination of manpower supply and demand studies in key health science fields. The special education study reported in this article is the most recent example of the latter, encompassing as it does that area of professional education which is most closely related to health.

• HALL SPRAGUE is program coordinator for special education, Western Interstate Commission for Higher Education (WICHE).

• LLOYD DUNN is coordinator for special education, George Peabody College for Teachers, Nashville 4, Tennessee. A former CEC president, Dr. Dunn is currently serving on our Board of Trustees and as chairman of the Research Monograph Series Committee.

The survey described in this article was made possible by grants from the United Cerebral Palsy Foundation and the Easter Seal Research Foundation.

Lloyd Dunn of Peabody College and Terry Lunsford, formerly at WICHE, conducted the study upon which this article draws heavily and which resulted in the publication *Teachers of Exceptional Children for the West*. Single copies of this are still available from the WICHE offices, Fleming Law Building, University of Colorado, Boulder, Colorado.

Purpose and Procedure

The WICHE survey was directed to three questions:

1. What are the present and future needs for special educators in the West?
2. What has been and what will be the annual demand for these educators?
3. How many such persons are being prepared in Western colleges and universities to meet these needs?

Information was collected on the needs for: (1) teachers in each of the areas of exceptionality including the gifted and maladjusted, (2) directors and supervisors of special education in state and local school systems, and (3) college instructors in the various areas. In the fall of 1959, detailed questionnaires were sent to: (1) state directors of special education in each of the 13 Western state departments of education (2) superintendents in each residential facility in the West for children who were blind, deaf, mentally retarded, or severely maladjusted; and (3) all colleges and universities in the West engaged in teacher education. Essentially, present and future demand data were gathered with the first two forms, and both demand and supply information with the third.

Omitted from consideration in the study were (1) special education in private facilities, (2) speech correctionists in clinics, and (3) remedial

Table 1. To What Extent is the West Providing Special Education for Its Gifted and Handicapped Children

(Estimated Total 1958-59 School Population of the West: 5,660,000)

Column 1	2	3	4	5	6	7	8	9
			Total Special Education Services				Special Teachers	
Type of Exceptionality	Prevalence Estimates	No. of pupils with exceptional condition	Number of pupils served 1958-59	Percent served by any type of special ed. service	Maximum teacher load	Number of teachers probably needed 1958-59	Number of teachers employed 1958-59	Percent of needed teachers available 1958-59
Gifted	2.0%	113,000	12,477	11.0%	50	2,260	73	3.2%
Severely maladjusted	0.5%	28,000	16,742	59.8%	10	2,800	680	24.3%
Educable mentally retarded	2.0%	113,000	43,386	38.4%	15	7,530	2,874	38.2%
Trainable mentally retarded	0.2%	11,300	2,372	21.0%	10	1,130	258	22.8%
Blind	0.03%	1,700	1,574	92.6%	8	212 } 777	(310)	39.9%
Partially seeing	0.2%	11,300	1,593	14.1%	20	565 }		
Crippled, etc.	1.0%	57,000	21,365	37.5%	12	4,750	1,430	30.1%
Deaf & severely hard of hearing	0.1%	5,700	4,727	82.9%	8	712	563	79.1%
Speech impaired and moderately hard of hearing	4.0%*	226,400	155,769	68.8%	150	1,509	901	39.7%
All Types:								
TOTAL WEST	**10.0%** **	**566,000**	**260,005**	**45.9%**	....	**21,468**	**7,089**	**33.0%**
California	10.0%	303,500	200,541	66.1%	....	....	....	....
Other 12 states	10.0%	262,500	59,464	22.7%	....	....	....	....

*Wendell Johnson, *Children with Speech and Hearing Impairments*, U. S. Government Printing Office, Office of Education Bulletin 1950, No. 5.

**Less than the sum of above percentages, since some children have several handicaps.

reading specialists, school psychologists, and counselors. Returns were received from almost 100 percent of each of the groups to whom questionnaires were mailed. This leads us to believe the study provides an accurate and reasonably comprehensive basis for planning.

Findings of the Study

As shown in Table 1, it was estimated that just over one-half million school-aged children in the West were either handicapped or gifted enough to need special education services of some kind in 1958-59. Only about 50 percent of these were reported to be receiving any kind of special service in that year. Thus *the West provides a special education program for only about one-half of its exceptional children through public day and residential schools.* Of course the extent of services varies greatly among the individual Western states. The most striking exception to the general pattern is the case of California. That state has more than one-half of the population of exceptional children in the West and serves in some way more than 66 percent of these pupils, in contrast to the less than 23 percent that are served in the remainder of the region. There are other differences between the states, but none which produces such a great effect on the data.

A glance at Column 5 of Table 1 shows that the extent of services varies greatly from one area of exceptionality to another. More than 92 percent of the estimated blind children and 83 percent of the estimated deaf and severely hard of hearing children were receiving special education. In contrast, according to accepted prevalence estimates, only about 14 percent of the partially seeing and 21 percent of the trainable mentally retarded were in special programs. The extent of special education services available to the gifted child were proportionately lower than in other fields, their special needs in education having only recently been acknowledged. During 1958-59 only 11 percent of such students in the Western states received any special

services at all; and these services included minimal efforts such as specialized reading without the supervision or direct services of a teacher with special preparation.

We compared the number of specially trained teachers *needed* to provide minimal services to the West's exceptional children with the numbers of such teachers employed in the Western states during 1958-59. Here we found that a sizeable gap existed.

Column 6, Table 1, records estimates of the numbers of children who can be served by a single specialized teacher. These are generous maximum estimates, and many would argue they are too high; but even under these criteria, only about one-third of the special educators needed by the West in 1958-59 were available and employed in public day and residential facilities (column 9). Futhermore, these figures include many teachers who, although they spend full-time in special education, have received little or no professional education for the field. About 13 percent of all exceptional children in the West who are receiving special education services do not have the benefit of a special teacher but are served only by special equipment, library facilities, or transportation.

Table 1, then, presents a picture of the need for special educators. The assumptions on which it is built—prevalence estimates and the estimates of a maximum teacher load—may be unacceptable to some. Many would argue that a more helpful statistic would be an estimate of the West's *demand*, as distinguished from *need*.

Table 2 gives such an overview. It shows that during *each* of the past five years an average of 1025 specialists in all areas were hired. Special educators in positions of authority estimated that an average of 1226 specialists would be hired *each year* between 1960 and 1965. It appears, then, that the West will annually employ special educators in an amount equal to about 20 percent of its present teaching force to allow for addition and expansion. (Cf. Column 8, Table 1).

It is interesting to compare the anticipated demand with need. For example, about 470 teachers of the educable mentally retarded will be hired each year in the next five years; yet we estimated that 7530 were needed to do the job even in 1958-59. Thus, if it were not necessary to replace a single teacher presently employed, it would take 16 years to reach the needed number of teachers in this area alone. But teacher attrition generally approximates at least 12 percent and often is higher among special educators.

Table 2. Annual Demand for Special Educators in the West

Personnel for Western State and Local School Systems and Public Residential Schools	Were Hired in *Each* of Past Five Years	To be Hired in *Each* of Next Five Years
State Directors and Supervisors of Special Education	5	6
Local Directors and Supervisors of Special Education	25	53
Consultants on Education of the Gifted	6	67
Teachers of the:		
Gifted	23	31
Severely Maladjusted	57	90
Educable Mentally Retarded	448	470
Trainable Mentally Retarded	42	59
Blind & Partially Seeing	37	47
Blind (only)	8	12
Partially Seeing (only)	1	2
Hospitalized, homebound, & misc. crippling conditions	150	141
Cerebral palsied	41	39
Deaf & Severely Hard of Hearing	73	78
Speech & Hearing Specialists	109	131
TOTALS	1025	1226
TOTALS *minus Speech and Hearing*	916	1095

A further examination of Table 2 indicates that the annual demand for teachers of the educable mentally retarded is almost as large as the anticipated demand for all other specialists combined. The next largest area of demand will be teachers of the hospitalized, homebound and special classes for the crippled, followed by public school speech and hearing specialists.

A particularly interesting finding recorded in Table 2 is the low demand for teachers trained to work solely with the partially seeing and solely with the blind. The preponderance of demand is for teachers capable of working with both blind and partially seeing children. The largest percentage increase in the next few years will be for teachers of the severely maladjusted. On the other hand, it is not anticipated that Western school systems will begin to hire large numbers of teachers to work with the gifted.

Certain types of special education personnel will be demanded more extensively in the coming years. For instance, while only six consultants on the edu-

Table 4. Special Education Degrees Granted and Sequences Completed in Western Colleges and Universities

September 9, 1958—September 9, 1959

Types of Specialization	Bachelor's Level	Master's Level	Doctoral Level	Completed Sequence *Without Degree*		TOTALS
				Undergrad.	Graduate	
Teaching of the:						
Gifted	---	6	---	---	8	14
Severely Maladjusted	2	5	---	---	3	10
Mentally Retarded	48	64	---	61	181	354
Blind and Partially Seeing	---	12	---	2	28	42
Crippled, etc.	7	18	---	5	38	68
Deaf and Hard of Hearing	14	10	---	8	18	50
Speech and Hearing Correction	198	74	14	80	103	469
Graduate Leadership Training	---	12	---	---	4	18
TOTALS	269	201	14	156	383	1023
TOTALS *minus Speech and Hearing*	71	127	---	76	280	554

cation of the gifted were employed in each of the past five years, this number is expected to increase to 67 annually in each of the next five years. There will be a sizeable increase, also, in the number of local school systems hiring directors and supervisors in special education.

We might expect a slight increase, too, in the number of college faculty employed; 139 are expected to be employed over the period of the next five years, or approximately 28 per year. Of this number, a large share will be in speech and hearing, as would be anticipated. Aside from speech and hearing faculty, the largest demand in the West will be for specialists capable of preparing teachers of the mentally retarded.

We asked superintendents of residential schools and state directors of special education to estimate the extent of specialized preparation of the teachers hired to work with exceptional children in the West. Superintendents of the residential schools for the blind informed us that 69 percent of the academic teachers presently employed were fully trained; 17 percent were partially trained; and 14 percent were untrained. The situation was somewhat brighter in residential schools for the deaf, with 84 percent presently employed as academic teachers being fully trained; 13 percent partially trained; and three percent untrained.

Responses from state directors of special education indicated that slightly less than one-half of the full-time educators now employed in local school systems are fully trained; they estimated that 38 percent were partially trained and that 17 percent were completely lacking in special preparation. They further estimated that of the personnel employed in the last two years, 42 percent had obtained full preparation before being employed, 40 percent had partial preparation and 18 percent were untrained. No information was requested on the extent of preparation of teachers employed in residential facilities for the severely maladjusted because of the great divergence of ideas about what constitutes adequate preparation in this field. However, from residential schools for the mentally retarded we learned that 33 percent of those presently employed as classroom teachers were fully trained, 47 percent were partially trained, and 20 percent were untrained. Thus, we see that large proportions of the teachers working with exceptional children in the West today are inadquately prepared for their task.

The West's supply of special educators will largely be provided by its colleges and universities. Accordingly, we secured data on collegiate special education programs.

We found that 45 colleges and universities in the West offered full sequences of preparation in one or more areas of exceptionality, more than double the 21 such centers reported in 1954. These are listed in Table 5. Each of the 45 had a sequence in speech and hearing, and 26 of the 45 institutions had *only* a program in this field. Sequences of teacher preparation in mental retardation were present in 19 institutions. Programs in

Table 5. Full Sequences of Training in Special Education Offered in the West 1958-1959

Western Colleges and Universities Offering Full Sequences		Gifted	Severely Maladjusted	Mentally Retarded	Blind & Partially Seeing	Crippled, etc.	Deaf & Severely Hard of Hearing	Speech & Hearing Impaired	Graduate Leadership Training
ARIZONA:	Arizona State University			R				R	
	University of Arizona	R		R	R		R	R	R
CALIFORNIA:	Chico State College							RS	
	College of the Holy Name							RS	
	College of the Pacific							RS	
	Fresno State College			RS				RS	
	George Pepperdine College			R				RS	
	Humboldt State College							RS	
	LaVerne College							R	
	La Sierra College							RS	
	Long Beach State College			R				R	
	Los Angeles State College			RS	R	RS	RS	RS	RS
	San Diego State College			RS				RS	
	Occidental College							RS	
	Sacramento State College							R	
	San Francisco State College		RS	RS	RS	RS	RS	RS	RS
	Stanford University							RS	
	U. of Calif. at Los Angeles			RS				R	
	U. of Calif. at Santa Barbara							R	
	University of Redlands							RS	
	U. of Southern California			RS			R	RS	
	San Jose State College			RS				RS	
	Whittier College							S	
COLORADO:	Colorado State College			RS		RS	RS	RS	RS
	Colorado State University							R	
	University of Colorado							RS	
	University of Denver	R	R	RS		S	RS	RS	RS
HAWAII:	University of Hawaii							R	
IDAHO:	Idaho State College							R	
MONTANA:	E. Mont. College of Ed.			RS		R		R	
	Montana State College							RS	
	Montana State University							RS	
NEVADA:	University of Nevada		R	S				R	
NEW MEXICO:	E. New Mexico University							R	
	University of New Mexico							RS	
OREGON:	Pacific University							RS	
	Southern Oregon College							RS	
	University of Oregon		RS	RS		R		R	RS
UTAH:	Brigham Young University			RS	RS	RS		R	
	University of Utah			RS				R	
	Utah State University			RS				R	
WASHINGTON:	Cent. Wash. College of Ed.							RS	
	University of Washington							RS	
	West. Wash. College of Ed.							RS	
WYOMING:	University of Wyoming							RS	
TOTALS		2	4	19	4	7	6	45	6

R—Offered in regular academic year only.
S—Offered in summer sessions only.
RS—Offered in both regular academic year and summer sessions.

the areas of the gifted, severely maladjusted, blind and partially seeing, and deaf and hard of hearing were found to be relatively scarce.

Of special interest is the extent of doctoral training in the West. Seven institutions reported some kind of doctoral program; at five institutions this was in speech and hearing only. At three of six institutions reporting "graduate leadership training" in the last column of Table 5, only sub-doctoral programs were offered. Perhaps a more accurate picture of the situation is provided by the fact that 14 persons procured doctor's degrees in 1958-59,

all of them in speech and hearing. Thus, doctoral training needs to be expanded in the Western region if teachers prepared there are to take part in advancing the knowledge in this field.

In what magnitude are Western institutions supplying special educators? Table 4 shows that 1023 persons completed specialized preparation in special education in Western colleges and universities during the year September 1958–September 1959. Not quite one-half of these, 484, received degrees; the remaining 539 were reported as completing their specialized preparation without receiving a degree. It should be pointed out that these 1023 persons were not all new additions to the manpower pool. In fact, most of the *graduate* awards probably went to teachers already employed in special education. Almost one-half of the total group prepared were speech and hearing specialists; these, combined with the teachers of the mentally retarded accounted for more than 80 percent of those completing sequences within the region. By contrast, no other specialty prepared as many as 70 special educators during the year.

The question arises: How adequately is the West meeting its demand for trained personnel in special education? Clearly the *need* for special educators is staggering and will not be met by the present training program. However, a comparison of the supply figures in Table 4 with the *demand* figures in Table 2 still suggests a severe general shortage of trained personnel. Except in the field of speech and hearing, the West did not meet the public school demand for trained personnel in any field of special education in 1958-59. Taken in the aggregate, the number of special educators trained in the West, exclusive of speech and hearing, was about 61 percent of the number hired in Western states.

The figures in speech and hearing are strikingly different; from our best estimates, only 102 public school speech correctionists were hired during 1958-59, yet 469 graduated from Western colleges and universities. It cannot be concluded, however, that there is a great surplus of speech correctionists. In the first place, it is likely that many of these 469 graduates were actually preparing themselves for careers in speech and *drama* rather than in speech and hearing therapy. Furthermore, a large number of legitimately trained speech correctionists were probably hired by private schools, diagnostic centers, and speech and hearing clinics. In addition, it is possible that many of the graduates might have migrated to other regions, married, or discontinued their professional careers. Informal information gathered suggested that the West is having difficulty in hiring public school speech therapists, in spite of the apparent supply.

It is clear from the above figures that the West is not producing the number of trained specialists needed to staff its existing programs of education for exceptional children. While the present supply falls far short of meeting the present demand, anticipated demand will widen this gap even more. Unless present training programs are greatly expanded the already critical shortage is bound to become even more acute, especially in positions calling for doctoral preparation.

Recommendations

A review committee of outstanding Westerners in special education examined these findings and made the following recommendations:

1. That regional and sub-regional programs be developed in four areas only: (a) the blind and partially seeing as combined sequences; (b) cerebral palsy and other neurological disorders; (c) deaf and severely hard of hearing; (d) doctoral preparation.
2. That other procedures be used to foster preparation in the remaining areas; for instance, research on the proper content of training programs for the severely maladjusted through pilot projects sponsored by Western colleges and universities. In the area of the mentally retarded, that at least 12 programs be available for the Pacific Coast states with at least five or six others for the remainder of the regions. For teachers of the hospitalized and homebound, that Western colleges and universities continue to handle this limited amount of specialized preparation through summer sessions. In the area of speech and hearing, that no additional program be developed until further studies in the West indicate a strong need for them.

3. That Western colleges and universities which develop training programs to meet interstate needs (regional programs) conduct these on a year-round basis with at least one full-time faculty member in each specialty offered and that they have adequate laboratory facilities and other requisites of a quality program.
4. That Western states consider establishing state scholarships and other financial means for fostering interstate training programs where appropriate. That each Western state develop higher standards for the certification of special educators consistent with those in other states, so as to raise the quality of teaching and to facilitate interstate cooperation and training of such teachers.
5. That the Western Interstate Commission for Higher Education assist in developing regional and sub-regional programs and cooperate in obtaining financial support from private foundations, states, and federal agencies. That WICHE work to achieve a *balanced* growth of high quality specialized training programs in special education.

Comments

In a sense, the West is not a single region; it might more adequately be described as a set of subregions. The two states of Hawaii and Alaska have unique problems of distance in cooperating on a regional basis. California has such a large population that it in many cases needs regional programs within its own boundaries. Oregon and Washington are more closely tied to California than to any other parts of the region. In the Rocky Mountain states—especially Idaho, Utah, Nevada, and Arizona—communication is difficult, and most of the population resides in two or three cities in each state. Another sub-region, the Great Plains and Foothills areas of Montana, Wyoming, Colorado, and New Mexico, has its unique problems also.

Because of these geographical and population phenomena WICHE faces a number of problems in attempting to stimulate regional cooperation. Solutions are being sought, however, on several fronts.

In mid-March, Western special educators, in a self-selection meeting held in Phoenix, identified member collegiate programs best suited at this time to serving regional needs, and for which scholarships and general support will be sought, as follows:

1. Teacher preparation programs in the area of the visually limited: San Francisco State College, Colorado State College

2. Teacher preparation programs in the area of the cerebral palsied and related neurological disorders: San Francisco State College, Los Angeles State College, Colorado State College, U. of Washington

3. Teacher preparation programs in the area of the deaf and severely hard of hearing: San Francisco State College, Los Angeles State College, Colorado State College, U. of Arizona, U. of Southern California, Oregon State College

4. Doctoral programs to serve regional needs were not identified. With WICHE cooperation, leaders of Western collegiate programs will seek other methods of identifying such programs soon.

In the February 1960 issue of EXCEPTIONAL CHILDREN, Ernest D. Willenberg discussed regional planning for preparation of teachers of handicapped children in the Western states. He pointed out five steps which need to be taken within the boundaries of each state for the program to be most effective. In the September 1960, issue of EXCEPTIONAL CHILDREN, Chester C. Travelstead, in his article "Problems of Handicapped Children in Sparsely Settled Areas," pointed out the problems facing New Mexico. He concluded by stating: "In spite of the apparently insurmountable problems, we continue to work, therefore, in the face of many difficulties in these sparsely populated areas. We are searching for better answers to our problems. In the meantime, we are attempting to locate, identify, and educate our handicapped children, and to educate the teachers for these children.

"One heartening note is the probability of regional cooperation in this matter here in the mountain and semi-arid states. The Western Interstate Commission for Higher Education in cooperation with the United Cerebral Palsy Foundation and the National Society for Crippled Children and Adults has been active in aiding the several states in this area in approaching these problems. Those of us interested in this whole matter hope this cooperation continues. Most of us, in fact, believe it is only through such regional cooperation that these problems will ever be settled."

Differential Diagnosis:

Deaf and Sensory Aphasic Children

JAMES L. OLSON

A DEFINITIVE diagnosis between children who cannot hear sound and children who, under some condition seem to be able to hear, but who evidently cannot utilize their auditory sensations, is a problem which besets language clinicians and educators alike. This diagnostic puzzle is especially difficult because those who cannot hear (deaf), and those who do not seem to be able to gain meaning from their hearing (sensory aphasic), often react to an audiometric examination in a similar fashion (Goldstein, Landau, and Kleffner, 1958). In spite of the difficulty, differential diagnosis is of particular habilitative importance because these two groups of children are said to respond to quite different educational programs (McGinnis, Kleffner, and Goldstein, 1956). Thus differential diagnosis between deaf and sensory aphasic children is an essential, but extremely difficult task.

A common approach to this diagnostic problem is to carefully observe the children in a clinical setting watching for certain behavioral traits said to be characteristic of one group but not the other. This method has one serious drawback: there seems to be little agreement even among specialists in language pathology regarding the usefulness of the lists of traits said to differentiate deaf and sensory aphasic children. While Myklebust (1952), and McGinnis, Kleffner, and Goldstein (1956) enumerate traits which the authors feel differentiate the deaf from the sensory aphasic, Monsees (1959) finds none of these generalizations to be valid guides in differentiating the two groups. Kleffner (1958) also indicates that the diagnostic decision based on clinically determined behavioral traits may need to be revised after a trial exposure to specialized educational techniques.

The confusion presently accompanying the clinical differential diagnosis of deafness and sensory aphasia in children led the writer to introduce a standardized children's language test into the diagnostic procedure. Standardized tests have proved helpful to clinicians in other assessment situations by adding relatively objective information to the informal clinical appraisal, and by providing less experienced clinical workers with a check on their diagnosis. It was therefore hypothesized that the differential linguistic examination should also benefit from the introduction of a standardized instrument into the procedure.

The test utilized in the study is a newly standardized language test for young children, the Illinois Test of Language Ability (Kirk and McCarthy, 1960). It was administered to two groups of children previously expertly diagnosed and trained as children exhibiting a language deficiency caused by either sensory aphasia or deafness.

Subjects and Method

Twenty-five deaf and 27 sensory aphasic children receiving training in special classes for either deaf or sensory aphasic children at Central Institute for the Deaf, St. Louis, Missouri were individually administered the Illinois Test of Language Ability (ITLA). A summary description of the subjects is presented in Table 1.

Table 1. DESCRIPTION OF THE SUBJECTS

Group	N	Mean Months at CID	Mean CA	Mean IQ[1]
Deaf	25	35	8-3	114.12
Sensory Aphasic	27	11	7-8	111.52

[1]Randal's Island and/or Advanced Performance IQs are available for all children at Central Institute. See Lane and Lockwood (1947) for a description of the tests.

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Since differences in degree of auditory involvement as well as differences in type of auditory involvement would be reflected in the results of the language test, the case histories and audiograms of the subjects were carefully screened to remove from the sensory aphasic group those children with significant peripheral auditory involvement. The subjects remaining after this screening process may be described according to Streng's classification scheme (1958, p. 172). This scheme proposes five degrees of hearing impairment: mild, marginal, moderate, severe, and profound. Four of the deaf sample were classified under the heading "severe hearing loss," while 21 were placed in the "profound loss" category. Only three of the sensory aphasic children were classified "moderate hearing loss." The remaining 24 seemed to fit the classification "mild hearing loss." Thus the writer feels justified in assuming that any language deficiency of the deaf group was caused by a peripheral auditory involvement while language deficiences of the sensory aphasic group must be attributed to some factor other than a malfunctioning auditory end organ.

The statistical design of the study was an analysis of covariance which adjusted the groups for differences in chronological age.

The Illinois Test of Language Ability

The nine subtests which are included in the ITLA are based on a theory of behavior presented by Osgood (1957). The tests assess *receptive, expressive,* and *associative* language abilities. Auditory or visual modes of language input and vocal or motor modes of language output are utilized throughout the battery. For example, the auditory mode of input is utilized by asking the child to answer yes or no to standard questions read to him by the examiner. The visual input stimuli consist of photographs of common objects. The vocal mode of output is used when the child "tells all about" certain standard objects. A gesture test utilizes the motor mode of output by requiring the child to "show me what you do with this." Thus, although verbal language is necessary for success on some of the subtests, gesture and pantomine provide a vehicle for assessing the language potential of children who have little or no verbal language. The tests will be fully described in a forthcoming publication by Kirk and McCarthy.

Table 2. Adjusted Mean Scores for the Deaf and Sensory Aphasic Children on Each Subtest of the Illinois Test of Language Ability, and Differences Yielding Significant F-Values

Test	Sensory Aphasic Mean	Deaf Mean
Auditory Vocal Association	2.83	3.17
Visual Motor Association	19.34	20.74*
Auditory Receptive Language	4.97	10.35**
Visual Receptive Language	15.00	16.35
Vocal Expressive Language	6.06	9.27**
Motor Expressive Language	19.80	21.76
Auditory Vocal Grammatical	1.22	4.17**
Auditory Vocal Sequential Language	8.62	9.93
Visual Motor Sequential Language	12.81	13.62

*Indicates that F-value obtained for difference between sensory aphasic and deaf is significant at or beyond the .05 level.
**Indicates that F-value obtained for difference between sensory aphasic and deaf is significant at or beyond the .01 level.

Results

Table 2 presents the mean scores of each of the two groups for the nine subtests. Tests yielding significant F-values are noted.

It is interesting that the deaf group achieved an adjusted mean score on every test which was higher than the scores of the sensory aphasic group. On four of the nine subtests the mean difference is of a magnitude which reaches statistical significance.

The four tests which seemed to differentiate the groups are discussed below.

1. The *visual motor association* test is designed to assess associative or central language. On this test the deaf, a group with a peripheral sense injury, are significantly superior to the sensory aphasic, a group ostensibly injured at the level of the central nervous system. Thus it could be said that the superiority of the deaf on this test of a *central* language ability indicates that the test is tapping a basic difference (central *vs.* peripheral language disability) between the two groups.

2. The *auditory receptive* test is probably not only assessing the auditory receptive language ability of the two groups, but may also be measuring a difference in the ability to learn to read lips. Since success on this test is gained by correctly answering yes or no to orally administered questions, a statement by Myklebust (1952) may help clarify the obtained results. He indicates that a major difference between sensory aphasic and deaf children is the fact that the deaf can usually learn

to lipread while the sensory aphasic usually cannot learn this skill. If this is the case, then this auditory receptive language test may be measuring a basic linguistic difference between the two groups, the ability to garner meaning from visually perceived language symbols.

3. The obtained differences on the *vocal expressive* language test, a test which assesses how well a child vocally expresses his perception of a common object, seem to be reflecting the comparative severity of the handicaps. Although both disabilities severely retard the acquisition of vocal expressive language ability, the deaf children seem to be relatively less severely retarded in this language skill than do the sensory aphasic children.

4. The *auditory vocal grammatical* test measures a child's functional knowledge of the grammar or structure of the language. The most reasonable explanation for the statistically significant differences, considering the small absolute differences, would again seem to be that the deaf children, in spite of their extreme linguistic retardation, are somewhat less linguistically handicapped than are the sensory aphasic children.

Discussion

In light of the difficulty of differentiating between deaf and sensory aphasic children, the statistically significant differences obtained on the Illinois Test of Language Ability would seem to indicate that the instrument possesses clinical potential as a linguistic assessment tool. However, it should be emphasized that the significant differences obtained were group differences and not differences between individual children. This means that it is not possible with the present revision of the battery to differentiate unequivocally between test patterns of individual deaf and sensory aphasic children. That is, the tests which differentiate the groups should be considered as capable of only providing hints suggestive of a diagnosis of either sensory aphasia or deafness. A further limitation of this study is that the different training programs to which the two groups have been exposed may have differentially influenced their responses to the test items, thus biasing the results. These factors lead the writer to believe that the ITLA is not a definitive diagnostic tool with these subjects; yet it is felt that the results indicate that the instrument possesses enough diagnostic potential to warrant further use with similar groups of linguistically handicapped children.

In short, this study gives indication that the ITLA should provide useful information to the language clinician in some initial linguistic assessment situations. Further, it may prove to be even more useful as an objective tool for assessing the success of educational programs for children with communication problems.

Summary

The purpose of this study was to compare the performance of sensory aphasic and deaf children on the Illinois Test of Language Ability.

The deaf scored significantly higher than the sensory aphasic on four of the nine subtests.

The results were taken as evidence that the Illinois Test of Language Ability is a diagnostic instrument capable of providing the language clinician with valuable information in the difficult task of differential diagnosis between deaf and sensory aphasic children.

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A CURRICULAR SEQUENCE BASED ON PSYCHOLOGICAL PROCESSES

rather than subject content

ESIN KAYA

THE approach to curricular sequence presented in this paper is based on two themes.

1. Following Dewey's philosophy, curriculum should be process-centered rather than content-centered (2). The educational goal is to improve the intellectual functioning of the individual with emphasis on solving life problems utilizing analytic thinking, self-direction, and creativity. Presently, curricula in our schools are based only on content. Instruction is often geared to covering a certain amount of specific content with at least part of the class. The position taken here is that learning experiences should be organized on the basis of psychological processes with subject content providing the setting within which learning takes place. The main thesis is that subject content has defensible sequence only in relation to the psychological readiness of the learner.

2. Since there are individual differences among children in their rates of learning, the basic curricular sequence should be organized without reference to grade levels. It should be a non-graded, vertically continuous sequence, where the continuity is derived from a theory of psychological development (3).

In order to implement these two themes there needs to be a departure from the existing courses of study in some fundamental ways.

First, a general theory of curricular sequence whose elements of organization are psychological operations rather than subject content must be developed. Curricular sequences based on subject content are illustrated by the use of concentric circles in social studies, or the spiraling arrangement of content in science. Another attempt at providing continuity of curricular materials, developed at the Dalton School, is the theme of social interdependence, which is a continuous thread running vertically through the total social studies curriculum. Each of these curricular sequence patterns looks as applicable as the other. It is very likely that such patterns based on subject content should be utilized in conjunction with a basic psychological theory, where the determinants of the sequence would be the general psychological operations, and the specific subject content would constitute the learning experiences organized on the basis of the psychological theory.

The main problem in formulating a curricular theory of the type proposed above is to determine what psychological operations should be included in it, and in what sequential order. No doubt there are many possibilities. Since in the initial themes emphasis has been placed on the intellectual development, and social and emotional development may largely be improved by utilizing the intellectual potential, operations related to the development of thinking are selected here as the bases for a psychological theory of sequence.

The major work related to the development of thinking in young children is that of Piaget (5,6,7). Two continua which run parallel to each other may be identified from Piaget's formulations(6). The first of these continua consists of operations in thinking which go from concrete to formal, and it passes through three stages. The first stage is the "pre-operational" stage which is merely perceptual in nature. The second is the stage of "concrete thought" where the operations are reality bound, i.e., the world as it exists starts to become structured at this level. Such operations as classification, enumeration, seeing existent relations among vari-

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ables, and generalization are included at this stage. The third is the stage of "formal throught" where a shift from reality to possibility occurs in the thinking of the child. This stage is characterized by the "if..... then....." type of hypotheses and their testing and evaluation on the basis of reality. The three stages are overlapping in such a way that when the second stage begins, the first continues to exist, and when the third stage begins, both the first and the second continue.

The second of the continua identified from Piaget's formulations is a function of the number of variables involved in operations such as combinations or transformations. At the simplest level of this continuum, the child may combine *two* variables, establish their relationship, and transform one to the other by substitution. As one progresses along this continuum, the number of variables with which the child can operate increases.

In the formulation of the theory for a curricular sequence, the two continua explained above are blended into one vertical sequence. This rather sketchy sequence is then modified with some findings of the basic research done in California under Dr. Guilford's direction, and applied to the subject content in different curricular areas (4). It should be recognized that this paper is merely an attempt to express the need, and the initial idea, for a theory of curriculum. The actual development of curricular materials and units of curriculum is something that should be done in conjunction with content specialists (1,9). After such detailed and systematic statement of the theory has been completed, it may be presented for trial in the classroom. Presently, mere examples from subject content to clarify how the theory might be applied in the classroom will have to suffice.

"Pre-operational" or perceptual level. In general the main intellectual activity of children when they come into the kindergarten is of a perceptual nature. The learning experiences at the beginning of the curricular sequence then should aim mainly to improve the utilization of the senses in relation to given objects, their functions, and their relations with each other. The aim is to develop in the child a keenness of perception which will apply to an increasing number of characteristics of a single object as well as to increasing numbers of objects, and their relations to each other. The perceptual sensitivity thus acquired will enable him to learn more about subject content by becoming consciously aware of the objects and events in his environment.

For example, take a single object such as a leaf. When asked to tell all about it, the child may give such responses as: "It is green," "It is pointed," "It has a stem." Rarely will a response such as "It makes a whishing sound when I wave it," or "It is rough on one side but smooth on the other" occur. Naturally, games and learning experiences may be devised in order to have the child utilize more of his senses. A game such as "The Blind Man Says," which involves blindfolding the children and having them tell about the object they have may be both fun and educational. Another important aspect would be to utilize the subject content in order to create a variety of situations where a larger number of characteristics of the object may be perceived more readily. Obtaining leaves of different colors, shapes, sizes, and textures, and creating new patterns in art form, or objects such as hats, out of these different leaves may show the child the variety of qualities leaves may have. The paper-like quality of some leaves, the needle-like quality of pine leaves, the softness or flexibility of other leaves, their having sap and veins, are all qualities which children do not ordinarily perceive for a long time. Such qualities could easily be perceived if subject content were to be reorganized on the basis of the psychological readiness and abilities of the children, and if the activity were consistently related to the purpose of analyzing qualities. Such reorganization of content might emphasize the educational aims for which the learning experiences are devised.

At what age or grade level a child should move from one level of complexity in the continuum to another is not of immediate concern. Doubtless there are great individual differences in the rate with which different children will move along the continuum. Furthermore, the transition will probably be a gradual process with a great deal of overlapping between the two levels. Hence, when curricular materials are built, the learning experiences should allow for a smooth and natural transition and development.

"Concrete thought" level. Becoming directly aware of different variables leads to making com-

parisons among them. Thus the process of classification begins to occur at a conscious level, first utilizing a small number of objects and slowly increasing the number. With increase in numbers the process of enumeration is brought in. Through these and other processes the child begins to structure the world around him in a logically meaningful fashion. The word "logically" is emphasized because meaning has to accompany every observation whether the processes of classification, enumeration, etc., occur consciously or not.

As the child progresses through this level, he starts to become aware of symbolism, which represents a great deal of transformation in the thought process. It is here that he begins to express certain sounds, objects, quantities, or phenomena in symbolic form, thus beginning to read, write, learn numbers, signs, shapes, and figures as they represent certain concepts. As this stage progresses, the operations of combination of variables, transformation of variables, become more and more complex.

The separation of subject contents becomes more meaningful at this level, but only in order to allow the child enough time in one sitting to pursue one unit of related materials. During the time scheduled for mathematics, the child may begin to learn numbers as the symbols appropriate for dealing with quantities; he may start ordering various quantities in a meaningful fashion; he may discover the relations among quantities such as the one-to-one correspondence with our number system; and he may start combining quantities to obtain more or less.

During the time for science, he may become aware of the relation between how hard he pushes or kicks his ball and the speed of the ball. Through pushing different balls and observing the speed with which they travel, he may discover a new variable which affects the speed of the ball, such as size or weight. He again begins to combine these variables in ways to allow him to become aware of how he can change the course or speed of the ball. He learns to use such symbols as more, less, equal, and approximate as he discovers these concepts.

In art, he begins to learn to utilize variables such as lines, dots, or blocks in combinations, and learns to express his perceptions of form, shading, color, motion, distance, proportion, *etc.* He discovers the variety of ways in which the same elements can be combined or grouped and the transformation of meaning that results from these combinations.

In music he becomes aware of the difference between noise and music. He finds that certain combinations of sounds will produce different rhythms. He learns to express some of the musical sounds in the symbolic form of notes. He now consciously begins to look for the various combinations of sound around him, and learns to express them.

In English, he learns that by combining the letter symbols he may express what he thinks without making a sound, as well as being able to discover what someone else has thought by reading his writings when it is not possible to speak with him. (This approach to reading and writing may be a great deal of fun for children if it is presented in the form of games.)

In social studies he may study such variables as his or others' needs, relate them, discover the reasons for the social interdependence of individuals, *etc.*

Integration of all his learnings into a structured whole, by participating in the planning and carrying out of everyday activities, should occur mainly in social studies. Useful learning experiences for integration may include little skits about waking up in the morning, preparing the breakfast table in ways pleasing to the eye, finding the appropriate music for breakfast time, figuring out the number of place-settings necessary, and finally communicating that morning's events to the children in the next classroom by writing what has happened. This process of integration is an example of how the operation of transformation can occur at a complex level which is known to the psychologist as "transfer of training."

To sum up, in the stage of "concrete thought" such operations as divergent and convergent production, observation, analysis, synthesis, and evaluation of real and observable variables need to receive emphasis. In practicing these operations the child has a great deal of opportunity to show initiative and ingenuity in discovering already existent objects, relations, and phenomena. Generalizations from observed objects and phenomena occur at this stage in such a way that the variables which are utilized in the psychological operations typical of this stage are not limited to concrete objects but relate to abstract but real (rather than hypothetical)

concepts as well. In other words the adjective "concrete," descriptive of this stage, refers to the thinking process rather than to the type of variables involved.

"Formal thought" level. The beginning of this level is marked by a shift in thinking from reality to possibility. The stage is characterized by hypothetical statements of the "if . . . then . . ." type. Rather than generalizing from observable variables to principles and rules which are real, the child now begins with a general hypothetical question, which has no experiencial basis of reality for the child, and he tests his hypothesis to find out if it has any reality At this point he begins consciously to make predictions and to test them. This is the stage of hypothetico-deductive reasoning where a great deal of abstract manipulation of variables occurs.

Examples for this stage need not be as lengthy and detailed as those given for the preceding stage. In each subject area the child should be experimenting with ideas. In mathematics he may be finding new problems and/or alternative solutions. In science he may be setting up new hypotheses, establishing new methods, building new equipment. In art and music he may be experimenting with new forms, combinations, and ways of expression. In social sciences he may experiment with new social ideas and their implementation, with varieties of organizations, or with possible changes in social institutions and their impact on people.

It is quite possible that this stage is the most conducive to original thinking. For in creating and testing hypotheses, the child has the greatest amount of intellectual freedom to invent relations new and unfamiliar to him. This is no longer the *discovery* of objects, phenomena, concepts, and relations which are already there and are to be perceived, but the *creation* of new hypothetical relations, structures, ideas and objects. There is no doubt that if the two previous levels of thought have attained their purpose, the originality of the child at this last level will be greatly enhanced. This is because the true newness of an original thought is a direct function of the amount of knowledge and awareness of the already existing thoughts which the child acquires in the previous two stages through keen perception, discovery, and manipulation.

Piaget's formulation of the above three stages implies that almost all children will eventually go through all of these stages. Individual differences among children will be found in the rate of development through these stages rather than in the final level of thought reached. Accordingly, the adjustments in instructing children of slower or faster rates of development should be made by providing a system of nongraded advancement through the total curricular sequence. This would allow slower learners to take the time they need without rushing them, while enabling the faster learners to advance rapidly.

In conclusion three points should be re-emphasized. *First,* the important thing here is the idea of having phychological operations determine the curricular sequence. Whether or not the particular set of operations presented here, or the sequential order in which they have been presented, are correct is uncertain. This is an arbitrary and hypothetical structure which stems from what is already known. Doubtless it will be modified through research findings. *Second,* the intellectual operations should receive a great deal of emphasis in the development of such a curricular theory. *Third,* when the sequence is established, it should take into account individual differences in rate of learning and intellectual functioning by departing from grade reference. After these three points are well developed and integrated into an applicable theory, the theory will need to be tested in the classroom. To try it out, materials in each content area based on the theory should be prepared. Teaching methods in the form of guides should accompany the curricular materials. And, last but not least, adequate measures should be developed based on predetermined criteria of the well-educated person.

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FORECASTING DELINQUENCY:

A THREE-YEAR EXPERIMENT

WILLIAM C. KVARACEUS

JUVENILE delinquency is a persisting and perplexing problem constantly fermenting on the American scene. Since 1948 the juvenile courts in the country have experienced more than an 100 percent increase in referrals. School-community programs aimed to prevent and control norm-violating behavior will need to focus on the early identification of the child who is exposed, susceptible, or inclined toward delinquent behavior. The strategy of the school agency in early identification rests on the fact that the school has all the children of all the people; it receives them early and maintains close and continued relationship with the growing child; it has a large army of professionally trained workers; and it is committed to the development of the well-integrated and socially effective citizen.

Earlier studies[1] by a number of investigators have reported many significant differences between the backgrounds and personality development of delinquents and non-delinquents. A number of prediction scales, tables and techniques have been developed but few of these have undergone adequate validation testing to determine the extent of their predictive efficiency. Most of these tools are cumbersome or require highly specialized staff. There is is a need for a valid, simple, and practical group-measure that can be used with all school children including the slow learners, poor readers, and the mentally retarded who frequently yield more than their expected share of delinquents.

[1]The research reported herein was performed pursuant to the contract with the United States Office of Education, Department of Health, Education and Welfare, Project No. 6403, Boston University, Boston, Massachusetts.

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Objectives

The major purpose of this investigation was to gather validation data on a revised form of the Kvaraceus Delinquency Proneness Scale (Non-Verbal Form) which had been developed earlier and which had yielded some promising results on a limited sample. More specifically the study aimed:

1. To reconstruct and/or to add additional picture items to the original KD Proneness Scale: Non-Verbal Form.
2. To analyze the effectiveness of all items in distinguishing between delinquents and non-delinquents including boys and girls and within selected criterion groups of slow learners, non-readers, and mentally retarded pupils.
3. To investigate the predictive validity of the refined scale with junior high school youngsters and also with selected categories including the slow learner, the mentally retarded, and the non-reader.
4. To check the reliability of the refined scale.
5. To investigate the relationship of the KD Non-Verbal Form (revised) with the KD Checklist, the KD Verbal Scale and with intelligence test scores.

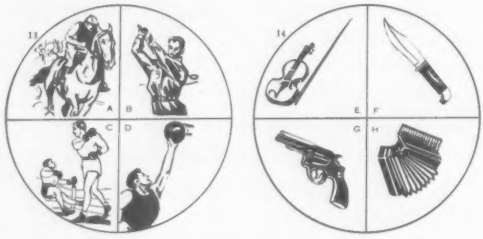
Procedure

The experiment involved an actual tryout of the revised non-verbal scale using a before-and-after design. Prediction scores were obtained by administering the KD Non-Verbal Scale to all subjects and on the basis of independent teacher judgments of future delinquency based on a four-point descriptive scale. The subjects—junior high school students in grades seven, eight, and nine in one community and pupils enrolled in special classes for the mentally

retarded in two communities—were followed closely for approximately three years with the help of field workers, teachers, principals, counselors, police and court officials. This behavioral adjustment feedback included all known norm violations, minor to major, and represented the afterdata. Relationships between scale scores and teacher ratings were then checked against the behavioral reports of norm violations in school, neighborhood, and community using appropriate statistical techniques.

In preparation for the major experiment, an item analysis was carried out within the revision of the non-verbal scale. At the same time two new scoring keys were developed based on the capacity of each item to differentiate delinquent boys from non-delinquent males and delinquent girls from their non-delinquent counterparts.

Correlations between the KD Verbal Scale, the KD Checklist and an intelligence measure were also computed. The effectiveness of the non-verbal scale with slow learners, mentally retarded youngsters, and non-readers in addition to the general population was studied separately. And, last, the reliability of the revised non-verbal scale was estimated with several groups via the test-retest processes.



DESCRIPTION OF THE PREDICTION SCALE: The KD Proneness Scale (non-verbal) consists of 62 circles each divided into four quadrants. Each quadrant contains a stimulus picture. The subject is asked to select one of the four pictures which he likes the MOST and one of the four pictures which he likes the LEAST. Responses are made on a separate answer sheet. Thus, a subject responds with a "most" and "least" answer to each of the 60 scoreable items. The first two items are used for demonstration and trial purposes.

The score for the test is obtained by the use of two keys: one key indicates direction toward delinquency and is called the "plus" (+) key (answering like the delinquents) the other indicates direction away from delinquency (answering like the non-delinquents) and is called the "minus" (--) key. The total score is the algebraic sum of the plus and minus counts added to 50 as a constant thus bringing all scores within the positive range.

Each circle of four pictures was designed originally to contain one picture which the research literature suggests more delinquents would choose and one which more non-delinquents would select. The remaining two pictures stimuli were considered to be neutral. The rationale for each picture is given in an earlier study of the original scale. Items that did not differentiate in the original study of the non-verbal scale were removed and new items were included in the revision. The revised scale was then submitted to an items analysis process in separate male and female studies.

THE ITEM ANALYSIS: The method used in the development of scoring keys was to ascertain the difference in responses to each item made by a group of known adjudicated delinquents as compared to the responses to each picture stimulus made by a sample of non-delinquents of the same sex and age. An unselected sample of 289 boys and 277 girls was drawn from a total of 675 boys and 716 girls tested in the regular classes in the Fall River Junior High Schools. The delinquent boys were the 255 residents of the Lyman School in Massachusetts and 54 boys who had been committeed to the Rhode Island Training School. The delinquent girls were drawn from the following three state institutions: the Long Lane School for Girls, Connecticut (N 149); the Lancaster School, Massachusetts (N 100); and the Rhode Island School for Girls (N 32). The total of 281 delinquent girls represents all the institutionalized girls in the three state institutions at the time of testing.

The item analysis data were subjected to a chi-square (X^2) test of significance, the null hypothesis being that there is no significant difference between the responses of the criterion groups. The five percent level of confidence was used as a cutting point in the selection of items and the establishment of the scoring keys. Six picture items failed to differentiate between the delinquent and non-delinquent boys and only one picture item failed to differen-

tiate between the female samples.

TEACHER RATINGS: In addition to the Scale score, Behavior Ratings were obtained on each subject at the start of the validation experiment. Teachers and/or guidance counselors used the following four-point rating scale in appraising the current status of each subject in the study:

1. Exemplary citizen: (Highly regarded by all teachers; a force for good in the school; well integrated and socially adjusted; exerts his influence to improve living and working conditions in the school, neighborhood, and community; frequently assumes responsibility.)
2. Average citizen: (This youngster does not call attention to himself for any wrongdoing, nor does he call attention to himself as an outstanding leader for good; if infractions are committed by him, these are accidental, minor, or infrequent; gets along with his peers and teachers.)
3. Marginal: (This youngster is frequently suspected of wrongdoing and occasionally is involved in small offenses; has trouble with a few teachers and with some fellow students; considered to be a "discipline problem" by some teachers but not a serious or habitual offender.)
4. Low morale: (In serious difficulty around the school or on the playground; known to have been involved in any of the following: truanting stealing, sex misconduct, hurting others, vandalisms, cheating, breaking serious school rules, or has had contact with police or with courts. People in school or in community frequently complain about him.)

The results of these teachers' ratings were used as a part of the before data.

THE CRITERION OR "AFTER" DATA: Juvenile delinquency in this study is defined broadly as "norm-violating behavior" or behavior that runs counter to some established rule or regulation set down by recognized authority. This includes all minor offenses as well as offenses of those who were apprehended and legally labeled as "delinquent". This study regards delinquent behavior on a norm-violating continuum rather than as a dichotomy.

The behavior of all subjects in the study was carefully followed and recorded. School and community personnel made the observations which were forwarded to the study staff for posting and processing. Evidences of norm-violating behavior were recorded on special report forms by teachers, principals, guidance counselors, police, court and probation officers, and other social agency personnel. These reports were used to categorize the subjects in accordance with the type, severity, and persistance of the offenses. Four major categories were established as follows: 0 = those subjects for whom no offense of any kind was recorded during the three-year period of the study; 1 = those subjects for whom only minor school offenses had been recorded; 2 = those subjects for whom both school and community offenses were recorded but for whom no "legal action" was taken; 3 = those subjects who were engaged in serious and persisting norm violations and on whom some legal or official action had been taken. It was felt that such a division of norm violations represented a continuum of offenses ranging from "no offense" through serious and legal offender.

THE VALIDATION SAMPLE: All the students enrolled in the three junior high schools and in the special classes for the mentally retarded in Malden, Massachusetts, as well as all the pupils enrolled in the Fall River, Massachusetts, special classes were included in the study and totalled 2414 subjects. The validation study was based on a statistical sample of 1594 cases drawn from the initial total sample. Mobility, absenteeism, and school dropouts combined to reduce the total N. In drawing the statistical work-sample care was also taken to include all those subjects on whom complete data were available. Check out with IQ distributions and other variables indicated the statistical sample to be an adequate representation of the original sample.

The figure 1594 included 1379 students in the regular grades of the junior high schools, 123 students from the Malden Special Class, and 92 from the Special Class in Fall River. Distribution of numbers by sex and grade was as follows: 245 boys and 237 girls from grade seven; 212 boys and 216 girls from grade eight; 217 boys and 252 girls from grade nine; 77 boys and 46 girls from the classes for the mentally retarded in Fall River;

and 59 boys and 33 girls from the special classes in Malden. Distribution of IQ's by grade and sex indicated that the scores were comparable and representative in the Junior High groups. The mean of the Binet IQ's of the Fall River special class was 70 ± 13 and the mean of the Malden special class pupils was 72 ± 11.

STATISTICAL METHODOLOGY: Intercorrelations between teacher ratings, intelligence test scores, reading test scores and the Revised KD Proneness scale (non-verbal) were obtained for boys and girls and at each grade level. In a sense six separate validations were conducted and offered a stringent test of repeated experimentation. Except for the reading score the same statistical approach was taken with the variables obtained on both special classes.

The various data were next subjected to an analysis of variance. The technique as used here was to rank-order groups of subjects according to one of the variables (reading, for example) and to note if a corresponding rank-order and significant difference among means was found on other variables. Since the study proposed to investigate the predictive efficiency of the Non-Verbal Scale in relation to delinquency proneness, intelligence, and reading ability, analysis of variance included a study of all these factors as well as the teachers' behavioral ratings. For example, in analyzing the reading scores of seventh grade boys grouped according to their quartile position on a reading test, the means of the behavioral ratings of the teachers were examined. A continuity rank-order of behavior rating according to levels of reading ability was uncovered. The best readers had the best behavior rating, the second-best readers had the second-best behavior rating, etc., down to the poorest readers in the fourth quarile who had the poorest behavior ratings. An F-test was used to check the significance among these four means with a one percent level of confidence as a cut-off point.

Results

1. Correlations between the non-verbal prediction scale and the afterdata were obtained for each grade and for each sex. For boys the correlations ran as follows: .114 in Grade 7, .329 in Grade 8, and .045 in Grade 9; for girls the results were as follows: .098 in Grade 7, .269 in Grade 8, and .235 in Grade 9.
2. Correlations between teacher behavior ratings and the afterdata generally were higher than for the Proneness Scale. For boys the correlations ran as follows: .341 in Grade 7, .499 in Grade 8, and .371 in Grade 9; for girls the data yielded the following: .148 in Grade 7, .304 in Grade 8, and .299 in Grade 9. Several of these correlations are significant enough to suggest that teachers' rating can contribute much in a process of early identification of future norm violators.
3. Correlations in the special classes reflect the same trend in favor of teachers ratings. For the retarded boys the Proneness Scale scores correlated—.095 in Malden and .199 in Fall River; for the mentally retarded girls the same correlations were as follows: .276 in Malden special classes and—.021 in the Fall River special classes. All these correlations may be considered almost negligible.

   ratings are more promising. The correla-
4. Results between the teachers' behavior tion with boys in Malden classes was .349 and .217 for Fall River boys; the same data for girls yielded a high correlation of .796 in the Malden special class but a low .081 with the Fall River Girls. Since the teachers reported back on the subsequent behavior of the pupils whom they had rated, the halo of the self-fulfilling prophecy may be operative with the higher intercorrelations both within the special classes and the regular grades.
5. Correlations between intelligence test results and the afterdata are consistantly low and negligible. For boys in the regular grades the correlations ranged from .091 to .250 and for girls from .028 to .217. However, a significant negative correlation, —.405 was obtained for the Malden special class boys between their Binet IQ's and the norm violations. The Malden special class girls also reported a negative

correlation but of much lower value, —.110. Fall River data reported out a correlation of .169 for boys and —.037 for girls with a Binet IQ as the predictor.

6. Relationships between reading test scores and the afterdata showed correlations for boys in the regular grades ranging from .179 to .238 and for girls ranging from .103 to .252.

Using the method of analysis of variance the subjects in the study were arranged in rank-order groups according to one variable and then compared with other significant variables to see if corresponding rank-order prevailed, at the same time checking for significant differences among means. The following section reports, then on the similarity in continuity of rank-order for the reading, intelligence, and afterdata as they are studied against the prediction variables and each other.

7. Reading scores of junior high school boys fell in rank-order agreement only at the seventh grade with significance at the one percent level. The Proneness Scale results fell in rank-order agreement with significant differences between means only at the eighth grade level. The afterdata rank-order agreement was visible in Grades 7 and 9 with statistical significance for Grade 7 only. It is notable that the poorest readers who stood in the lowest (4th) quartile of every grade have the worst behavior ratings (except GRADE 9), the highest KD Proneness Scale scores (non-verbal), and the highest scores on the afterdata.

8. For the junior high school girls, the behavior ratings are similar in continuity of rank-order with reading but the F ratios fail to show significant differences. Teachers' ratings appeared to correspond more closely with the reading skills of girls than of boys. The prediction scale showed significant rank-order agreement with reading only in the ninth grade. As with boys, the afterdata reporting norm violations showed rank-order agreement with reading test scores in Grades 7 and 9, but the F ratio proved significant only for Grade 7. Again it was notable that the poorest readers in the fourth quartile group had the worst behavior ratings, the highest scores on the non-verbal delinquency proneness measure, and the worst records as to norm violations reported in the afterdata.

9. In answering the question of the relationship of intelligence test scores to all other variables using the analysis of variance technique, the following results were obtained: for seventh grade boys the Behavior Ratings, KD Proneness Scale scores, and the afterdata reporting norm violations showed significant rank-order differences; a similar trend was visible with the teachers' behavior ratings for boys in Grades 8 and 9 but the mean differences were significant only for the eighth graders; the non-verbal prediction scale, other than for the seventh graders, failed to show any rank-order agreement with intelligence rank; intelligence test data for the junior high school girls did correspond with the behavior ratings at all grades but not always at a statistically significant level; the KD Proneness Scale scores did vary with the IQ rank for seventh and ninth grade girls but the mean differences were not significant. A trend among boys and girls was visible in which the duller students showed poorer behavior ratings; there was also a weak trend for the duller boys and girls to score higher (towards delinquency) on the non-verbal prediction scale.

10. Analyzing the IQ data in the special classes in both communities revealed that the "brighter" boys tended to get into more difficulties than their duller classmates. Similarly the dullest special class girls in Malden had the best behavior ratings and the "brightest" special class girls had the worst behavior ratings.

11. Using the criterion of norm violation as reported in the afterdata a general trend was noted in the junior high school groups supporting the hypothesis that the

brighter students are better behaved, have better behavior ratings, and score lower on the non-verbal prediction instrument. However, this trend was not strong enough to support the use of the measures for prediction purpose. It is notable among the junior high school sample that when the subjects are ranked according to seriousness of norm violation, the rank-order continuity of means is broken for every variable by both male and female norm violators in the "legal offense" category. It appears that the legal offenders fall closer to the middle of the distribution on the following variables: behavior rating; intelligence test score; paragraph meaning and total reading score. In fact the boys in the legal offenders category showed vocabularies better than all but the boys in the "no-offense" grouping. Also, their non-verbal Proneness Scale scores were lower than all groups with the one exception of the no-offense" category. These results suggest that the legal offender may be somewhat of an anomaly or maverick.

12. In the Malden and Fall River special classes the boys who were reported as legal offenders tended to fall in the middle of the distribution when arranged by afterdata. Some conflicting results between the two special class sets of data were reported suggesting that some of the malbehavior may be a function of the special school environment.

13. Reliability coefficients based on test-retests of delinquent and nondelinquent samples ranged from .873 to .776.

14. Intercorrelations between the verbal KD Proneness Scale, the nonverbal proneness scale and the KD Checklist were all of a very low order indicating the instruments were measuring unrelated aspects of delinquency proneness.

Conclusions

I. As a predictive instrument of delinquency or norm violations among junior high school students and mentally retarded youngsters in special classes, the KD revised Proneness Scale (non-verbal) failed to meet the stringent tests set up in the research design. Nevertheless some statistically significant results were obtained at certain grade levels and for certain groups indicating that the non-verbal Proneness Scale was not without some promise as a potential tool. However, the non-verbal scale cannot now be considered a functional tool that can readily or easily be incorporated in a school-community program of delinquency prevention via early identification.

II. The behavior ratings of experienced teachers showed more promise as a method for identifying the future norm violators. It may well be that the theoretical premises implicit in the attempt to predict delinquent behavior from a 30-minute psychological test situation are not tenable in view of the complex of factors in the child's psyche, in his culture and subculture, and in community attitudes, all of which interact to produce the delinquent act. The fact that teachers' behavior ratings showed more promising results than the non-verbal prediction instrument also tends to substantiate the observation that "nothing predicts behavior like behavior." At the same time the operation of the self-fulfilling prophecy in this study should not be overlooked.

III. The legally labeled norm violator appears to represent somewhat an anomaly or maverick on the intelligence and reading capacity dimensions. This group in particular failed to conform to the expected distributions as envisioned in the basic hypotheses that were tested. The operation of certain selective factors in the determination of who is to be handled officially and who is to become a legal delinquent is only suggested in this investigation and needs to be studied further. The implication of this observation can have serious ramifications for studies that sample delinquency as well as for census taking and reporting of delinquency.

IV. Junior high school youngsters who fall into the lowest or poorest reading group tended to show a heavy preponderance of norm violations. Reading ability, whether it be cause or effect, must be taken into account as a potential factor closely tied in with the delinquency symptom. Attention to the poorest readers in the junior high situation may enable the community to focus on a group of young-

sters who are already, or who will soon be showing, behavioral disturbances.

V. A perceptible trend was visible for youngsters with lower IQ's to get lower behavior ratings and to show more evidences of norm violations. However, in view of the intelligence test scores of the anomalous legal offender a definite linear relationship between intelligence test score and delinquency was not established.

VI. In the special classes for the mentally retarded the "brighter" youngsters evidenced more behavioral difficulties than did their duller classmates. This may reflect, to some unknown extent, a degree of discomfort or conflict on the part of the borderline learners who are placed in special learning centers. However, some conflict in the results from the two special class centers was notable indicating that environmental setting and individual teacher-attitudes may be a prime factor in determining who really is the norm violator or who will become a norm violator.

VII. The experiment reveals the fact that a reliable non-verbal tool can be constructed as a workable group measure for youngsters in regular grades as well as with those who have serious reading difficulties or who are mentally retarded.

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(*Continued from page 428*)

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Write: DR. JAMES D. BEABER, Coordinator, Education of Exceptional Children, School of Education, Univ. of Virginia, Charlottesville, Virginia.

THE SOUTHERN REGIONAL PROJECT FOR

The Education of the Gifted

WILLIAM C. GEER

Background

EARLY in its consideration of the education of both handicapped and gifted children in the South, the Southern Regional Education Board[1] received requests that it assist the region in finding ways to educate teachers of the gifted. These requests came from a governor, from legislators, and from educators.

In December, 1956, the SREB Council on the Education of Exceptional Children suggested that a survey should be made to obtain information about programs for the gifted throughout the country which would give an indication of the needs for and content of teacher education. This survey, completed in 1957, revealed that:

1. A wide range of administrative and curricular practices was being utilized by local schools and school systems in the education of the gifted.
2. A wide diversity of opinion existed among school administrators about the kinds and extent of specialized training needed by teachers of gifted children.
3. Most of the college training for teachers and administrators in the education of the gifted had been accomplished through short summer workshops. Relatively few of the nation's colleges offered specialized courses throughout the year in this field and usually these offerings consisted of only two or three courses.

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[1]The Southern Regional Education Board was established in 1949 under an interstate compact and assists the states in developing programs and arrangements in higher education which will help meet the social and economic needs of the rapidly developing South. Member states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

The concern for immediate action in the Southern region prompted the idea that the training of state department of education personnel to understand more fully the education of bright and gifted children could be of major importance. State department personnel thus trained should be in a position to provide consultative services so that presently developed principles and methods might be applied extensively to state and local school planning for bright and gifted children. Also, this process should stimulate thinking to find other feasible and productive ways to help solve this educational problem. A natural outgrowth of this broadened experience among the states should be to identify personnel training needs more clearly.

The number of states which have participated in the planning of the project and in the project itself have varied. Originally 12 states sent representatives to a meeting to help plan the training program and to determine how it could be fitted into the work schedules of the personnel who would participate. The nine states which were ultimately to participate in the project thus were involved in the planning of the program. In this meeting of state department representatives the recommendation was made that the program be conducted by a university with the best available staff, library, and other facilities to accomplish the training envisioned for state personnel.

A number of Southern colleges and universities had been engaged in training and research in this field, some of them for several years. From these SREB staff selected four which, according to its 1957 survey, had the longest records of experience and achievement. In answer to an inquiry about their interest in this type of training, three of the four universities immediately expressed an enthusiastic willingness to participate in the project. The SREB employed a team of three independent consultants previously agreed upon by the three interested institutions. After taking a close look at all

three schools, the consulting team selected the University of Virginia as being best suited, at that time, to conduct the project.

Financing was provided through a grant of $75,000 from the Carnegie Corporation of New York and, in a limited way, by the participating states and the University of Virginia.

The project plan called for each participating state to appoint one staff member for the training program. The following persons, who have been designated by their chief state school officers, are participating in the project: Florida, Landis Stetler, consultant, Exceptional Child Education; Georgia, Margaret O. Bynum, consultant, Services for Exceptional Children; Louisiana, James H. Perry, supervisor of special education; Mississippi, W. R. Burris, supervisor, Program for Exceptional Children; South Carolina, Donald C. Pearce, supervisor, Special Education; Tennessee, Vernon L. Johnson, director, Area of Special Education; Texas, J. Beatrice Hall, consultant, Division of Guidance and Supervision; Virginia, Grace M. Smith, assistant supervisor, Special Education Services; West Virginia, Evelyn Murray, general supervisor. These participants were expected to disseminate information gained during the project to staff colleagues, to local school personnel and to other appropriate persons. In addition, the chief state school officers indicated specific ways these trained staff members would be used in their respective departments. Some of these ways indicated by some of the states were legislative planning, administrative planning, curriculum development, and inservice education.

The project, from the outset, was designed to provide three types of experiences for the participants:

1. An orientation about the education of bright and gifted children. Various points of view were to be presented during this experience.
2. Visitation of promising programs for educating gifted children.
3. Seminars to share experiences, discuss problems and make plans.

The Orientation Seminar

As this is being written the project year is half through. The orientation seminar extended from July 11 through August 5, 1960. Extensive preparations were made by the project director, Virgil S. Ward, in adapting the facilities of the University of Virginia to the best arrangement for the project. A comfortable, air-conditioned room in the new student center was made available. In this room more than 300 books from the University library were placed and were available at all times to the participants. In addition to these library references a very complete collection of curriculum guides, state and local planning brochures, etc., was placed on file in the project room and was open for use at all times.

During the month of orientation, 11 nationally known consultants came to the University campus and acquainted the project participants with their work, and with their points of view. Several faculty members at the University of Virginia were helpful during the orientation seminar. This concentrated exposure to the literature and points of view about the education of gifted children provided a foundation from which other project activities were to be developed.

Visitation of Selected Programs for Gifted Children

A significant part of the training plan included six two-week tours for direct observation of programs for gifted children and visits with organizations performing significant functions related to this field. Each of the project participants will complete five of these tours. Itineraries for visits have been planned geographically to the following sections of the country: East, Middle West, South, Middle Atlantic, North Central, and Far West. Significant programs, both long established and new, have been included for visitation. An example of the coverage of one of these tours was the first tour which included visits to: Newton (Mass.) High School, Russell Elementary School (Brockton, Mass.), Brookline (Mass.) High School, the Massachusetts State Department of Education, Boston Latin School, Hunter College Elementary School, Bronx High School of Science, the New York State Department of Education, the New York State Teachers Association, the Youth Seminar, Lewis County Public Schools (Lyons Falls, N. Y.), and the High School of Music and Art (New York City). On some of these tours consultants living in the areas visited worked with the project group.

A significant feature of the project provided for an additional state department representative from each state to accompany the group on one of the tours, thus extending a small portion of the training to another key person in each department. In one state, three or four staff members planned to participate in this fashion. In another, two were included.

Other Seminars

Twice during the year, one-week seminars were planned to provide an opportunity for the project participants to assess, discuss, and make plans to effectively utilize the information obtained during the project. The first such seminar was conducted in December 1960. Another seminar will be held prior to July 1, 1961.

State Program Planning

Between seminars and visitations, the state department personnel in the project are expected to work toward assisting their state departments and local school systems to plan for the education of bright and gifted children. The services of the project director, Dr. Ward, are available on a limited basis to the states, including at least one consultative visit to each participating state.

Conclusion

This project was designed to acquaint mature educational personnel with the best knowledge presently available about the education of bright and gifted children. Admittedly, a considerable burden is being placed on a single individual in each state to spearhead such an important undertaking. The success of these individuals will depend to a great extent on the varying resources and educational philosophies of the states. It is hoped, however, that the knowledge acquired by these nine people will be transmitted to educators with whom they come in contact and cause significant, constructive steps to be taken in the education of bright and gifted children.

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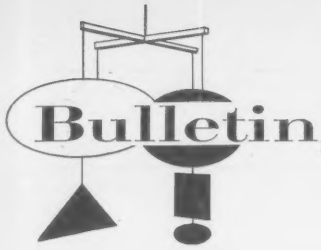

NEA RECEPTION HONORS HEW HEADS

The Secretary of Health, Education, and Welfare, Abraham Ribicoff, and Mrs. Ribicoff, and Dr. and Mrs. Sterling McMurrin, U.S. Commissioner of Education designate, were honored at a buffet supper and reception at the NEA Center in Washington in late March. NEA Executive Secretary William G. Carr and Mrs. Carr were hosts.

ABRAHAM RIBICOFF

HEW Secretary Ribicoff is a native of New Britain, Conn., and a product of that city's public schools. He attended New York University from 1928-29, was graduated from the University of Chicago Law School with the LL.B. degree, *cum laude*, and admitted to the Connecticut bar in 1933. His public career includes service as a member of the Connecticut General Assembly from Hartford, U.S. Congressman from Connecticut, and member of the U.S. House Foreign Affairs Committee, twice-elected Governor of Connecticut; member, Governor's Conference Executive Committee, and appointment by President Eisenhower as a member of the Advisory Commission on Intergovernmental Relations. Married, and the father of two—Jane, 19, a college student, and Peter 23, a high school teacher—he became Secretary of Health, Education, and Welfare on January 21, 1961.

STERLING M. McMURRIN

The man who will be most closely and directly in touch with the educational progress of this nation is 47 years old, a graduate of the University of Utah, where he received his A.B. degree in 1936 and his master's a year later. His Ph.D. is from the University of Southern California. He has done post-doctoral study at Columbia and Princeton universities and at Union Theological Seminary. After graduation from Utah, he served with the Department of Education of the Church of Jesus Christ of Latter-day Saints until 1945 when he became assistant professor of philosophy at the University of Southern California. He returned to Utah in 1948 as professor of philosophy and was serving as academic vice-president of the University of Utah when called upon to assume the federal office.

APA NAMES FIVE TO MR COMMITTEE

The American Psychological Association has recently created an *ad hoc* Committee on Mental Retardation. Chairman of the group is Rue L. Cromwell, George Peabody College for Teachers, Nashville, Tennessee. Members include Sidney W. Bijou, Rick F. Heber, William P. Hurder, and Frances A. Mullen.

Main purpose of the unit will be to focus attention upon specific issues concerning mental retardation which are in need of consideration and action by psychologists and by the Association.

BEULAH S. ADGATE DECEASED

Mrs. Beulah S. Adgate operated a Council membership office in her home for many years prior to the opening of CEC's Washington office at NEA. Long-time members will recall the enthusiasm and devotion with which she conducted her work in a period when the Council's program and resources were small.

Mrs. Adgate died on March 10 with burial in her home town of Saranac, Michigan. She symbolized an era in Council history as one of those pioneers to whom we all owe much.

Other Groups

FREE BOOKLET ON HOME CARE OF THE MENTALLY RETARDED CHILD

The printing of 100,000 copies of the free booklet, *Home Care of the Mentally Retarded Child*, has been announced by The Training School, Vineland, New Jersey.

Walter Jacob, director of the school, whose professional staff authored the booklet, announced that the 28-page booklet accents areas of psychology, education, communication, health and personal hygiene, leisure and recreational activity, and many other aspects of home living are included in the context.

GALLAUDET SPONSORS CONFERENCE FOR RELIGIOUS WORKERS

A group of 60, including priests, nuns, and lay religious workers for the deaf in the Catholic Church from over the U.S.A., participated in a workshop at Gallaudet College in mid-March, in Washington, D. C.

The workshop, sponsored by the college under a grant from the U.S. Office of Vocational Rehabilitation, is the first for religious workers to be held at Gallaudet. Powrie V. Doctor coordinated the workshop. It was held to acquaint religious and lay workers for the deaf with the technical aspects of vocational rehabilitation; to create greater awareness of the vocational rehabilitation needs of deaf people; and to develop or improve cooperative relationships between Catholic religious groups and State Vocational Rehabilitation Agencies. Workshop faculty members were from the staffs of Gallaudet, The Catholic University of America, the U.S. Office of Vocational Rehabilitation, and State Rehabilitation Agencies.

LEXINGTON SCHOOL INITIATES RESEARCH

Clarence D. O'Connor, superintendent of the Lexington School for the Deaf, announces the initiation of a two-year research study on "The Vocational Status, Adjustment and Problems of Deaf

Women." It is supported in part by a grant from the Office of Vocational Rehabilitation. Leo Connor and Paul Rotter will act as project director and coordinator of the study respectively. Joseph Rosenstein is research associate and is responsible for devising the interview questions and techniques, as well as the analysis of the results. He will be assisted by an interviewer later in the project.

The project is designed to provide opportunity for the first authoritative sampling of an unexplored area of the vocational success and failure factors of deaf women in the adolescent and adult age groups.

People

• RALPH G. NICHOLS, head of the Department of Rhetoric, University of Minnesota at St. Paul, is president of the Speech Association of America.

• KENNETH E. DAWSON, West Hyattsville, Maryland, has been appointed the first full-time executive secretary of the American Industrial Arts Association, now housed in the NEA Center in Washington, D. C.

• STEPHEN P. QUIGLEY resigned his Gallaudet College post to become executive secretary of the Sensory Disabilities Research Study Section of the U.S. Office of Vocational Rehabilitation.

• JEROME D. SCHEIN has been appointed as director of the Office of Psycho-Educational Research of Gallaudet College to succeed Dr. Quigley. Before coming to Gallaudet in Washington, D. C., Dr. Schein served for one year each as instructor in clinical psychology at the University of Wisconsin, and as assistant professor of clinical psychology at Florida State University.

• ROY M. HALL, assistant commissioner for research, U.S. Office of Education, has been appointed chairman, Department of Instruction and Curriculum, University of Texas. Mr. Hall has been supervising personnel dealing with mental retardation research under the cooperative research project of USOE.

• NEWEL LEWIS PERRY, internationally known leader of the blind, died in Berkeley recently at the age of 87. A graduate of the California School for the Blind in Berkeley, the University of California, and the University of Munich, Germany, he was known for his achievements in the educational and legislative fields—as well as for his work as head teacher at the California School for the Blind and its Director of Advanced Studies, a position held until his retirement in 1947.

• MILTON A. YOUNG has been appointed as associate consultant in the Bureau of Pupil Personnel and Special Educational Services, Connecticut State Department of Education, Hartford. Dr. Young will work with JOSEPH LAVENDER, consultant in the education of mentally retarded children. Bureau Chief HAROLD J. MAHONEY made the announcement and pointed out the recent passage of mandatory legislation in Connecticut was instrumental in creating this new position.

• JOHN A. HAGAN has been appointed as a rehabilitation consultant for the American Heart Association. He was formerly state supervisor for the Pennsylvania Bureau of Rehabilitation. In his new position as assistant to FREDERICK A. WHITEHOUSE, director of rehabilitation, he will help plan and develop education, research, and demonstration programs conducted by the Heart Associations throughout the country. Mr. Hagan has served the Pennsylvania Bureau of Rehabilitation in various capacities in the field of rehabilitation since 1946.

• WILLIAM C. STOKOE, professor of English at Gallaudet College, is now on a five-month research trip in the British Isles. His work is being sponsored by the American Council of Learned Societies and is part of a long-term program of structural analysis of sign language under his direction. Particular stress during this visit is the British sign language as it differs from and is similar to American sign language and the relationship of visual language structure to the national and regional dialects.

• JAMES N. BURROWS has been appointed director of the Institute for the Crippled and Disabled, New York, N. Y. Mr. Burrows, who was formerly the Institute's director of patient programs, succeeds the late Willis C. Gorthy (see March issue, page 392). His new position makes him responsible for the management of the Institute's patient services to more than 5000 handicapped persons yearly, including the sheltered workshop and cerebral palsy training facilities and the rehabilitation research and professional education programs.

• MARVIN MEYERS, past-president of the CEC Colorado Chapter, and JOHN OGDEN, formerly with Lardon Hall School, Denver, are now consultants in the Colorado State Department of Education.

• MERRILL T. HOLLINSHEAD, former director of the Department of Child Guidance and Special Education, Newark, N. J., public schools, is now professor of education in the Department of Educational Psychology, New York University. In his new position, Dr. Hollinshead is responsible for developing a graduate program in special education areas.

• LUTHER TERRY, a veteran Public Health Service employee is the new Surgeon General, Public Health Service, HEW. At the time of his appointment, he was assistant director of the National Heart Institute and a faculty member of the Johns Hopkins Medical School.

• ERNEST P. WILLENBERG, former chief of the Bureau of Special Education, Department of Education, State of California, became director of special education for the Los Angeles, California, City Schools this past October.

• IRVING LORGE, professor of education, Columbia University, and executive officer of the Institute of Psychological Research, an authority on the psychology of learning and problems of communication, died in late January, in New York City. Among his numerous contributions to education was his services in the formulation of numerous tests—he personally devised some 50 standard psychological tests.

NEA News

APRIL IS TEACHING CAREER MONTH

This year marks the fourth nationwide observance of this event, keyed to the theme that getting and keeping good teachers is a pre-eminent national concern.

Special objective for this month is to dramatize the importance of the teacher in American life, and to spotlight the recruitment, preparation, and retention of outstanding youngsters in the profession.

The official purposes for this month are as follows:
1. To improve our schools by providing increasing numbers of fine teachers.
2. To encourage large numbers of qualified young people to become teachers.
3. To influence the most competent teachers to remain in the profession.
4. To inspire teachers to speak up for their profession and encourage others to become teachers.
5. To educate parents on the opportunities and rewards the teaching profession offers their children.
6. To show that for our country's survival, teaching must be the pre-eminent profession in American life.

Legislative News

KENNEDY PROPOSALS FOR SCHOOLS

The president's special message on education, sent to the Congress on February 20th, proposes $5.6 billion support for our education program. Provisions include:

• Grants to states for public elementary and secondary schools, which could be used to construct school buildings, pay teacher salaries or both, at the state's discretion.

• Grants for 212,500 college scholarships to be awarded by states on a basis of students' abilities and financial need. Stipends would range up to a maximum of $1000 a year.

• Long-time low-interest loans for a new five-year program to aid construction of college academic facilities such as classrooms, laboratories, and libraries.

• Expansion of an existing program to provide loans to colleges in the next five years to help build residential housing for students and faculty.

87th Congress Education Bills

Of the numerous legislative measures introduced to date, as we go to press, the following new bills and/or amendments, listed with names of Congressional sponsor, have special merit for the watchful attention of educators.

EXCEPTIONAL CHILDREN is not published in June, July, and August. It is published nine times during the school year—September through May. If you plan to move and change your address for the next school year, please let us know your new address just as soon as possible to enable us to have your records and mailing data as current as possible. This will facilitate your prompt receipt of the September issue. It takes time to make changes, so notify CEC of any change in your mailing address at least five weeks in advance and be sure to include the following information:

1. **Your old mailing address—the mailing wrapper from your journal is a ready identification**
2. **Your new address**
3. **Send you change of address to Membership and Sales Unit, The Council for Exceptional Children, 1201 Sixteenth Street, Northwest, Washington 6, D. C.**

SCHOLARSHIPS

HR 15—Sullivan (D-Mo.), to provide for the establishment of a special $18,500,000 seven-year program for federal scholarship and fellowship grants to individuals, and a $2,500,000 program of grants to public and non-profit institutions of higher education, to encourage and expand the training of teachers for the education of exceptional children; to Education and Labor.

DEFENSE EDUCATION ACT

HR 4514—Inouye (D-Hawaii), to amend the National Defense Act of 1948 to make certain benefits under that act available to teachers in nonpublic elementary and secondary schools; to Education and Labor.

HR 4516—Inouye (D-Hawaii), to amend the National Defense Education Act of 1948 to permit laboratory schools operated by public institutions of higher education to participate in certain programs under that act; to Education and Labor.

EDUCATION OF THE BLIND

HR 39—Burke (D-Ky.), and *HR 4687*—Morse (R-Mass.), to amend the Act to promote Education of the Blind, approved March 3, 1879, as amended, so as to authorize wider distribution of books and other special instruction materials for the blind, and to increase the appropriations authorized for this purpose, and to otherwise improve such act; to Education and Labor. (Same as *S 361*, Morton (R-Ky.), to Labor and Public Welfare.)

EDUCATION OF THE DEAF

HR 4614—Montoya (D-N. Mex.), and *S 336*—Hill (D-Ala.) and six others, to make available to children who are handicapped by deafness the specially trained teachers of the deaf needed to develop their abilities and to make available to individuals suffering speech and hearing impairments the specially trained speech pathologists and audiologists needed to help them overcome their handicaps; to Labor and Public Welfare.

JUVENILE DELINQUENCY

HR 365—Green (D-Ore.)
S 279—Hill (D-Ala.) and Clark (D-Pa.)
HR 2378—Addonizio (D-N.J.)
These three bills all deal with providing Federal assistance in the prevention, diminution, and control of juvenile delinquency.
S 1041—Javits (R-N.Y.) and Randolph (D-W. Va.), to strengthen and improve State and local programs to combat and control juvenile delinquency; to Labor and Public Welfare.

For copies of these bills, write to:
Documents Room
U.S. Senate (or U.S. House of Representatives)
Washington 25, D. C.

INSTRUCTIONAL PROGRAM PROJECT TO EMPLOY FIVE DATA SOURCES

The NEA Project on the Instructional Program of the Public Schools will focus upon two critical areas of concern to the elementary and secondary schools in the decade ahead, according to Ole Sand, director of the project, who is on leave as professor of education, Wayne State University, Detroit.

Specific issues under "What To Teach" and "Organizing for Instruction" will be analyzed in terms of five data sources: disciples; societal forces and trends; human growth and development; learning; and a status study of past, present, and future practices.

FOUR PUBLICATIONS

A methodology will be developed for helping schools make considered decisions about the instructional program. The two-year project will culminate in four publications: Education in a Changing Society, What To Teach, Organizing for Instruction, and a summary volume. Recommendations for action, an important part of the project, will result in recommendations to the NEA Board of Directors and Executive Committee for immediate and long-range programs for the continuing study and improvement of instruction in the public schools.

RIBICOFF URGES "ALL OUT" FOR FEDERAL SUPPORT TO EDUCATION

HEW Secretary Abraham Ribicoff, speaking at a dinner meeting at the NEA Center on March 4, urged educators to make an all-out effort for federal support of education.

The Secretary of Health, Education, and Welfare addressed state education leaders who were attending a special conference on federal legislation called by the NEA Legislative Commission in cooperation with the National Association of Secretaries of State Teachers Associations NEA.

THE MAY ISSUE WILL BRING YOU HIGHLIGHTS OF THE CEC INTERNATIONAL CONVENTION IN DETROIT.

PLEASE TURN TO COVER 3 OF TH'S ISSUE FOR CEC PROGRAM PARTICIPANTS AT THE MEETING TO BE PRESENTED DURING THE NEA SUMMER CONVENTION THIS YEAR.

Some Results and Implications of

READING SURVEY TESTS GIVEN TO EDUCABLE MENTALLY RETARDED CHILDREN

MARVIN C. GROELLE

TWENTY-FIVE years ago, responsibility for teaching reading to mentally retarded children in public secondary schools was negligible; there were few such children in secondary schools. At that time, approximately 50% of *all* children left school prior to their promotion to seventh grade, and the mentally retarded, except for a very select few, were among those leaving.

Today, public schools are charged with the responsibility of teaching reading skills to thousands of educable mentally retarded individuals in secondary schools across the country. During the 1959-60 school year, approximately 7000 children were enrolled in classes for the educable mentally retarded in California's secondary schools. While it may not have been explicitly stated in the terminology of course offerings, teaching of reading skills occupied at least a moderate portion of the teacher's time and effort. It has been stated that teaching of reading skills receives more time and emphasis than any other area of the curriculum. It is a specific and unavoidable responsibility.

At times, and for some children, release from this responsibility would no doubt be welcomed and justified. However, community and parent pressures, the nation's need for a literate society, and teachers' devotion to duty keep teachers tenaciously at this task.

Program Evaluation

In 1956, the Oakland Public Schools became more interested in knowing some of the results of the attempts being made to teach educable mentally retarded children to read. It was decided that a series of standardized reading tests would be used as one method of program evaluation.

This was Oakland's first systematic endeavor to gather reading test results from its special classes. Since this time, a more comprehensive achievement testing program including both reading and arithmetic has been initiated. It is hoped that the following benefits will accrue from systematic, city-wide reading surveys:

1. Teachers will have more objective measures of pupil achievement and progress.
2. Cumulative record data will be more complete and meaningful.
3. Reading materials will be selected on a more objective and realistic basis.
4. Some diagnostic information will be available for planning improvement of instruction.
5. Grouping of pupils for instructional purposes will be done more objectively.
6. Standardized test results will enable the schools to improve interpretation of pupil progress, or lack thereof, to parents.
7. Growth patterns over a period of years will be available for individual pupils and for total special class population.

City-wide surveys are conducted at three-year intervals to assure that each pupil's reading ability is appraised at approximately the same time at least once during the elementary, junior high, and senior high school years. Survey tests do not preclude annual evaluation, and a number of teachers use fall and spring test results to help evaluate instruction more precisely.

• MARVIN C. GROELLE is supervisor, Classes for the Mentally Retarded, Oakland Public Schools, Oakland, Calif.

Test Selection

For the 1956 survey, a battery of Gates Reading Tests,[1] the 1942 edition, was selected as appropriate. Three years later, for the 1959 survey, the 1958 edition was used. The Gates Primary, Advanced Primary, and Basic Tests were chosen for the surveys for the following reasons:

1. The range of reading skills could be adequately appraised because the grade norms range from 1.2 to 9.6.
2. The directions, format, and administrative procedures are concise and consistent.
3. The tests are primarily power rather than speed tests.
4. Word recognition and reading comprehension are measured. We judge these to be important skills in the reading patterns of the mentally retarded.
5. The manuals of directions contain suggestions for diagnosing some reading difficulties and improving reading instruction.
6. The tests are generally accepted as being valid and reliable.
7. Successive screening can be done with relative ease by shifting to a test of higher or lower level of difficulty.

Procedure

For each pupil tested, two scores were obtained; one for word recognition and one for reading comprehension. The results reported in the tables were derived from the average of these two scores. Gates recommends this procedure as one which increases the degree of accuracy in ascertaining a pupil's true ability.[2]

To further increase the degree of accuracy of the results, teachers were encouraged to familiarize pupils with the directions and procedures of the testing situation prior to actual administration of the tests. Reading exercises with directions and procedures similar to those required in the testing situation were suggested for classroom use as part of the daily instructional program. This was done to minimize the pupils' apprehensions regarding the testing procedures and to minimize the possibilities of confusion or misinterpretation of test directions. The tests were given during the last two weeks of October. It was felt that after five weeks of school attendance following the summer vacation, pupils would have been familiar with the school setting and the teacher, and that enough instructional time had elapsed to offset whatever loss of reading ability may have occurred during vacation period. By giving the tests at the beginning of the school year, it was also possible to use the results to aid in selecting materials, grouping for instruction, and planning for remedial help.

The complete series, including the three levels of difficulty, *i.e.*, the Primary, Advanced Primary, and Basic tests, was available to each teacher. During the first round of testing, each pupil was given the Primary level tests. This allowed the teacher to organize and deal with the entire class as a unit. Those pupils whose reading ability allowed them to finish this lower level test with relative ease, were reported to be encouraged, more confident, and receptive to the administration of the Advanced Primary level tests. Those pupils whose scores fell in the upper quartile range on the Primary tests were selected to take the Advanced Primary tests, however, any pupil desirous of participating in the second round of testing was allowed to do so. The same procedure was followed in selecting pupils to participate in the third round of testing and the Basic or highest level tests were used with these more able readers. It will be recognized that two or three sets of scores were obtained from the most proficient readers. In each case, the average of the two highest scores was used in compiling the final results.

This procedure of successive screening was rather unique in group testing of the mentally retarded, and it helped assure that an optimum degree of effort was directed toward obtaining each pupil's truest achievement level.

This successive screening technique was not as consistently adhered to during the 1959 survey. The majority of pupils were now familiar with achievement testing and teachers were able to select appropriate levels of tests more readily than in 1956. Most teachers, however, did use the successive screening procedure for the second survey. It

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[1]Gates, Arthur I. *Gates Reading Tests*, Bureau of Publications, Teachers College, Columbia University. 1942 and 1958 editions.

[2]Gates, A. I. *Manual for the Gates Primary Reading Tests*, Bureau of Publications, Teachers College, Columbia University. 1958. P. 10.

was used because the testing situation could be controlled more easily when a majority of the class was involved in the same activity. It was also used with students new to the program and in cases where uncertainty existed regarding choice of the most appropriate test.

Subjects

A total of 1046 pupils were in average daily attendance during the year 1956; 971 test results were obtained. In October of 1959, 1260 pupils were in average daily attendance and 1179 scores were reported. In other words, scores were not reported for 75 pupils in 1956 and 81 pupils in 1959. The majority of these unreported cases were pupils in the primary classes who were in a pre-academic program and were obviously too immature to be tested by the tools employed. Tests were given, however, to those pupils whose mental ages were 6-5 or above and to those whom the teacher believed read well enough to warrant testing. A few pupils with mental ages above 6-5 refused to attempt the test, and there were some for whom the teacher felt the testing situation might cause undue emotional upset. There were seven of these cases in 1956 and 13 in 1959. Therefore, the results herein reported are believed to be representative of the group of mentally retarded pupils enrolled in the program.

Results and Discussion

Unfortunately, direct comparison cannot be made between the reading scores of the 1956 and 1959 surveys. Gates states that, "The grade-age equivalent scores of the 1958 edition differ materially from those used in earlier editions, reflecting the changes in promotion policy."[3] Nevertheless, some trends in the results of each survey can be discussed, factors other than test results can be compared, and some questions can be raised which might help in understanding some of the problems in teaching reading to secondary school mentally retarded pupils.

Except for minor deviations, the range and distribution of CA's, IQ's, and MA's are practically identical for both the 1956 and 1959 special class population (Table 1).

One minor difference occurs in the lower range of IQ scores for the elementary school group; the lowest 1956 IQ score was 39, the lowest 1959 score was 51. There were nine pupils with IQ's below 51 in the 1956 group for whom test scores were reported. One reason for this difference was that in 1959 a program for the trainable mentally retarded was begun, and that children who might otherwise have been admitted to the program for the educable group were being considered for or assigned to classes for the trainable mentally retarded. It may also be that teachers became more selective when testing pupils with lower IQ's and fewer were tested in 1959.

It is evident that the 1956 elementary and junior

Table 1. Range and Distribution of CA, IQ, and MA for 1956 and 1959 Special Class Populations

October 1956

Elementary (N-393)			
Range	Q1	Mdn.	Q3
CA 8–2 to 13–2	—	—	—
IQ 39 to 78	63	69	72
MA* 4–10 to 10–2	6–9	7–6	8–4
Junior High (N-364)			
Range	Q1	Mdn.	Q3
CA 12–2 to 16–3	—	—	—
IQ 41 to 77	61	67	72
MA 6–3 to 11–7	8–6	9–0	9–9
Senior High (N-214)			
Range	Q1	Mdn.	Q3
CA 14–9 to 19–7	—	—	—
IQ 42 to 78	61	66	70
MA 6–3 to 11–8	9–3	10–0	10–7

Total N—971

October 1959

Elementary (N-534)			
Range	Q1	Mdn.	Q3
CA 8–2 to 13–6	—	—	—
IQ 51 to 76	65	69	72
MA* 5–0 to 9–9	6–11	7–7	8–3
Junior High (N-392)			
Range	Q1	Mdn.	Q3
CA 11–8 to 16–0	—	—	—
IQ 44 to 77	62	67	71
MA 6–5 to 11–2	8–7	9–2	9–10
Senior High (N-243)			
Range	Q1	Mdn.	Q3
CA 15–0 to 20–0	—	—	—
IQ 42 to 76	60	66	70
MA 6–4 to 11–5	9–1	10–0	10–7

Total N—1179

**All mental ages were derived from Stanford-Binet or WISC IQ's obtained within three years preceding each survey and corrected to coincide with dates of reading test administration.*

[3] *Ibid*, pl.

high groups had higher ranges of mental ages than the 1959 groups. For both 1956 groups, this MA range was five months higher than the 1959 elementary and junior high groups. It would be improper, however, to assume that reading scores should be correspondingly higher because such differences may be an artifact of the reading test revision.

The most noticeable trend in the reading pattern is the tendency for an increasing discrepancy between over-all reading age and mental age as the pupils become older and progress through the program. This trend appeared in both the 1956 and 1959 surveys (Table 2).

Table 2. Range and Distribution of MA and Reading Age (R.A.) for 1956 and 1959 Special Class Populations

October 1956

Elementary (N-393)			
Range	Q1	Mdn.	Q3
MA 4–10 to 10–2	6–9	7–6	8–4
RA 6–5 to 10–2	6–11	7–8	8–7
Junior High (N-364)			
Range	Q1	Mdn.	Q3
MA 6–3 to 11–7	8–6	9–0	9–9
RA 6–6 to 15–0	8–1	8–8	9–3
Senior High (N-214)			
Range	Q1	Mdn.	Q3
MA 6–3 to 11–8	9–3	10–0	10–7
RA 6–6 to 15–1	8–5	9–4	11–0

Total N—971

October 1959

Elementary (N-534)			
Range	Q1	Mdn.	Q3
M.A. 5–0 to 9–9	6–11	7–7	8–3
R.A. 6–7 to 10–5	7–2	7–8	8–3
Junior High (N-392)			
Range	Q1	Mdn.	Q3
M.A. 6–5 to 11–2	8–7	9–2	9–10
R.A. 6–7 to 13–4	7–8	8–8	9–5
Senior High (N-243)			
Range	Q1	Mdn.	Q3
M.A. 6–4 to 11–5	9–1	10–0	10–7
R.A. 6–9 to 13–1	8–2	9–0	10–0

Total N—1179

The quartile scores of both surveys show that the elementary groups' reading age scores are slightly higher than their mental age scores. At junior high level, the opposite is true. Reading ages for both surveys are below mental ages; median reading age scores are four months and six months below median mental age scores for their respective groups. This discrepancy is even more marked at senior high school level. Here, median reading age scores are eight months and 12 months below their respective median mental age scores. In other words, if mental age is used as an index for predicting reading potential and judging instructional efficiency, then it appears that efforts became less effective as the pupils became older.

This tendency for older pupils to read less ably than might be expected from their mental age scores caused as much concern as any other implication of the surveys. Perhaps this concern is unwarranted in terms of the broader, over-all goals of the program, but it invites scrutiny; it raises questions, and points to some problems in teaching reading to older mentally retarded pupils.

1. Are more time and attention given to teaching fundamental reading skills at the elementary level than at the secondary level? This is undoubtedly so. Perhaps more attention and specific time allotments of 30 to 40 minutes daily should be given to fundamental and remedial reading instruction in secondary schools. The mental ages of junior high school mentally retarded pupils are comparable to the mental ages of normal upper-elementary school pupils. It is logical to assume that this would be a most appropriate time to continue emphasis on reading progress.
2. At junior and senior high school levels, pupils are in special classrooms for a half day, in contrast to a full day at elementary level. Are interests thus diversified and some of the benefits of a self-contained program lost? Is this reflected in lower reading ability? The writer would answer "yes" to both of these questions but would not suggest that pupils be deprived of participation in the regular homemaking, industrial arts, and physical education programs, or from job training experiences, in order to devote more time to reading improvement. It is suggested that more thorough reading instruction be given within the

time limits during which pupils are under direct supervision of special class teachers.

3. Are the format and interest level of material used in teaching elementary pupils more compatible with their social age and interests than the material used to teach secondary pupils? Most would agree that this is so. The production of more appropriate reading materials for older mentally retarded individuals must be encouraged; that kind which will interest, excite, and intrigue them with daily progress in reading skills as well as help them to prepare for their future. Special education personnel must produce, and publishers must publish this kind of material.
4. Is it more difficult to group secondary school pupils so that the range of abilities and variations in kinds of reading problems are as limited as those found among elementary pupils? Homogeneous grouping becomes more difficult at secondary levels because the range of individual differences increases as pupils grow older. Merely grouping pupils and adjusting our methods of instruction and our expectations to that range of general intelligence which we consider to indicate mental retardation, is not enough. Within this group there also exist as many, or probably more, specific psychological and neurological anomalies as are found in children with intelligence above the level of the group with which we are concerned. This fact cannot be overlooked.

Teachers at all levels must be aware of various kinds of handicaps, and teachers at secondary levels must continue the individual instructional program made necessary by such specific anomalies. It is suggested that teachers trained to work in this area be assigned specific "remedial" periods to enable them to attend to individual reading problems.

Inspection of scattergrams of the survey data, using mental age and reading age as axes, indicated only a slight positive correlation between these two factors for senior high groups. By following the progress of more able and less able readers over the three-year period, it was found that the majority of able readers remained in that category while disabled readers tended to increase the discrepancy between their reading age and mental age. Apparently, effective means to help children with more serious reading problems are not being used.

5. Are there as many teachers in secondary programs with training and experience in teaching reading fundamentals as are found in elementary classes? There probably are not. Over two-thirds of the 39 secondary school special class teachers in Oakland had not had this kind of training or experience prior to their assignment. This is a problem involving both preparatory and inservice training. It is suggested that this training be included in the preparation of all teachers of mentally retarded, either prior to their assignment or as inservice training during their pre-tenure years.
6. Is there a tendency at the secondary level to place the more able readers in regular classes? Results of the surveys show that the 1956 junior high group had reading ages which ranged as high as 15 years. Three years later, at the time of the 1959 survey, this group was of senior high school ages, but the top of the reading age range had dropped to 13 years 1 month (Table 2). Further investigation revealed that of the 91 pupils with reading ages in the upper quartile of the 1956 junior high group, only 30 of them remained in the 1959 senior high program; 23 had been placed in regular classes, and 38 had left school. Of the 91 pupils in the lower quartile of the 1956 group, 53 remained in the senior high program, only three had been placed in regular classes, and 35 had left school. It is obvious that the better readers were more often placed in regular classes. This may explain why scores in the upper quartile of the 1959 senior high group are not as high as might be expected.

Some positive statements can be made from the results of these surveys. They show that of the pupils enrolled in classes for the educable mentally retarded in the senior high school program, one-fourth are reading below the third grade level, one-half are reading between the third and fifth grade levels, and one fourth are reading between the fifth and eighth grade levels (Table 3). In

Table 3. Range and Distribution of Reading Grade (R.G.) for 1956 and 1959 Special Class Populations

October 1956

Elementary (N-393)			
Range	Q1	Mdn.	Q3
R.G. 1.2 to 4.4	1.7	2.4	3.1
Junior High (N-364)			
Range	Q1	Mdn.	Q3
R.G. 1.3 to 9.2	2.6	3.2	3.7
Senior High (N-214)			
Range	Q1	Mdn.	Q3
R.G. 1.3 to 9.3	2.9	3.8	5.1

Total N—971

October 1959

Elementary (N-534)			
Range	Q1	Mdn.	Q3
R.G. 1.3 to 5.3	2.0	2.5	3.1
Junior High (N-392)			
Range	Q1	Mdn.	Q3
R.G. 1.3 to 8.0	2.5	3.5	4.2
Senior High (N-243)			
Range	Q1	Mdn.	Q3
R.G. 1.5 to 7.8	3.0	3.8	4.8

Total N—1179

referring to any of the data presented, however, it must be remembered that the surveys were conducted during the beginning of the school year and that higher reading scores might be expected at all levels when tests are given in late spring.

We also know that a number of pupils enrolled in the program have reading disabilities. However, if a one-year or more discrepancy between reading age and mental age is used as a "rule-of-thumb" definition of a reading disability we know that 75 percent of the pupils enrolled in the program do *not* have reading disabilities.

This means that 25 percent are disabled readers. Ways must be found to help them and to prevent others from becoming similarly handicapped.

Conclusions

Teachers of the educable mentally retarded must be aware of and plan instruction for three phases of a reading program; *i.e.*, developmental, remedial, and applied—developmental for those whose reading skills are developing at a rate commensurate with their increasing intellectual development; remedial for those whose reading skills have not kept pace with their intellectual development; applied, the application of reading skills to other areas of the curriculum and for all pupils regardless of the level of achievement attained.

In planning this three-phase program, it must be remembered that the expectation and desire for attainment of reading skills are usually present in all children when they first encounter school experiences. It is our responsibility to nurture and preserve this desire. Once interest in reading is lost, the child will find other means of communication to circumvent the use of reading for obtaining and expressing ideas. He will develop devious and diverse devices to avoid reading. Reading can be enjoyable for the educable mentally retarded. Too many of them are made to feel it is only work—not an exciting and enjoyable experience; it must be both.

For the mentally retarded, the goal in teaching reading is to help the child become as literate as his potential allows in order that he may better meet the minimum requirements of a literate society. He should be taught to read not only for information, protection, and pleasure, but, and perhaps even more important, for the status and personal satisfaction he receives from being able to feel or to say, "I read: therefore I am more like you."

Undoubtedly, there are more implications to be found in the results of this survey. It is hoped that those reported are provocative, and that others in the field are thereby encouraged to gather and share information on reading patterns of the mentally retarded.

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CEC-DTE Report on—

SUMMER COURSES in special education

This year, as last, the organization of college and university summer session offerings in the education of exceptional children has been prepared by the CEC under the guidance and supervision of Herbert Goldstein, University of Illinois, on behalf of the CEC Division on Teacher Education. The format used last year, while requiring more journal space than that of previous years, has been retained for the advantages of convenience and ease of reference. An added feature this year, to appear in our May issue, is a single alphabetical listing of all colleges and universities in the United States and Canada whose courses are included in this report; opposite each one is a checklist of the special areas in which summer courses are available.

Only those course titles that are specifically linked with exceptional children have been included. Thus, courses in remedial reading (general), mental hygiene, general counseling and guidance, and the like are not listed. Internships, independent studies, thesis, essay courses, and other culminating activities that follow prescribed course sequences are available at many of the colleges and universities listed, but they are not included here because students eligible for such courses should already be familiar with them.

Courses are listed under 12 major headings, the first three of which should be of interest to many students regardless of their area of specialization. Extensive use of abbreviations has been made in the interest of conserving space. After each course title, the number indicates semester hours unless accompanied with the letter "q" signifying quarter hours; "u" indicates undergraduate credit; "u-g" indicates undergraduate or graduate credit; and "g" indicates graduate credit only.

SPECIAL NOTE: *The listing of a certain course in this special report does not mean that The Council for Exceptional Children or The Division on Teacher Education has evaluated, approved, or accredited the course itself or the total college or university program of which it is a part. Readers are urged to contact college and university officials for a description of the nature and scope of these courses, prerequisites, course instructors, dates for enrollment, and other similar information. The listing here is simply a collection of information, which is intended to serve as a helpful starting point for both the student and the college or university of his choice. Many institutions listed here offer more extensive course offerings during the regular academic year than in the summer. Conversely, some offer such courses during the summer only.*

COMPREHENSIVE COURSES IN SPECIAL EDUCTION

ALABAMA, U. OF — UNIVERSITY, ALA.
- Educ of Ex Ch 3 u
- The Ex School Child 3 g
- Ment & Educl Measurement for Ex Ch 3 g
- Educ & Care of the Child with Multiple Disabilities 3 g

ALBERTA, U. OF — EDMONTON, ALTA.
- Ment Ex Ch 9q (approx.) u

ARIZONA STATE U. — TEMPE, ARIZ.
- Wrkshp in Educ of Ex Ch 6 g
- Experience in Ex Child Clinics 6 g

ARKANSAS, U. OF — FAYETTEVILLE, ARK.
- Ex Ch 3 u-g

AUBURN U. — AUBURN, ALA.
- Study of the Ex Child 5q u-g

BALL STATE TEACHERS COLL. — MUNCIE, IND.
- Surv Course of Hand 4q u-g
- The Slow & Fast Learners 4q u-g

BAYLOR U. — WACO, TEXAS
- Educ of Ex Ch 3 u-g

BLOOMSBURG STATE COLL. — BLOOMSBURG, PA.
- Wrkshp in Currs & Programs in Spec Educ 3 u

BOSTON U. — BOSTON, MASS.
- Psych of the Subnormal 3 g
- Educ & Psych of Ex Ch 3 u-g

BOWLING GREEN STATE U. — BOWLING GREEN, OHIO
- Educ of the Ex Child 3 u-g

BRADLEY U. — PEORIA, ILL.
- The Ex Child 3 u-g

BRITISH COLUMBIA, U. OF — VANCOUVER, B. C.
Tchg the Ment & Physically Hand 3 u
Psych of Ex Ch 3 g

CALIFORNIA STATE COLL. — CALIFORNIA, PA.
Psych of Ex Ch 3 u

CALIFORNIA, U. OF AT LOS ANGELES — LOS ANGELES, CALIF.
The Educ of Ex Ch 2 u-g
Industrial & Practical Arts for the Hand 2 (Inserv.)
Educ & Guid of Ch with Learning Difficulty 2 (Inserv.)

CALIFORNIA, U. OF, SANTA BARBARA BRANCH — GOLETA, CALIF.
Probs of Tchg the Hand Child 2 g

CARDINAL STRITCH COLL. — MILWAUKEE, WIS.
The Psych of Ex Ch 3 g
Clin Diag of Reading Probs 3 g

CENTRAL STATE COLL. — EDMOND, OKLA.
Surv of Ex Ch 2 u
Psych of Ex Ch 2 g

CHICO STATE COLL. — CHICO, CALIF.
Ex Child 2 u-g

CINCINNATI U. OF — CINCINNATI, OHIO
Intro to the Educ of Ex Ch 2 u-g

COLUMBIA U., TEACHERS COLL. — NEW YORK, N. Y.
Intro to Educ of Ex Ch 2-3 g
Probs in Spec Educ 1-4 g
Health Probs of Hand Ch 2-3 g

CONNECTICUT, U. OF — STORRS, CONN.
Psych & Educ of Ex Ch 3 u-g

DENVER, U. OF — DENVER, COLO.
Arts & Crafts for the Hand Child 2½q u-g
Educ & Psych of Ex Child 5q u-g
Community Resources for the Ex Child 3q u-g
Semnr in Educ of Ex Ch: Res Probs 3q & arr. g

EASTERN MICHIGAN U. — YPSILANTI, MICH.
Educ of Ex Ch 2 g
Measurement of Diag of Spec Educ 2 g

EASTERN MONTANA COLL. OF EDUCATION — BILLINGS, MONT.
Educ of Ex Ch 3q u
Meths & Mats in Spec Educ 3q u-g
Adjustment Probs of the Hand Child 3q g

EDINBORO STATE COLL. — EDINBORO, PA.
Arts & Crafts for Ex Ch 3-6 u

EMERSON COLL. — BOSTON, MASS.
Educ for the Ex Child 3 u-g

FLORIDA STATE U. — TALLAHASSEE, FLA.
Educl Services for Ex Ch 3 u-g

FLORIDA, U. OF — GAINESVILLE, FLA.
Prins & Practs for Tchg Ex Ch 3 u-g
Psych of Ex Ch 3 u-g
Tchg Ex Ch 3 g

FORT HAYS KANSAS STATE COLL. — HAYS, KANS.
The Ex Child 2 u-g
The Atypical Child 2 u-g
Probs in Educ (Specialized Area) 1-4 u-g
Readings in Educ (Specialized Area) 1-3 u-g

GEORGE PEABODY COLL. FOR TEACHERS — NASHVILLE, TENN.
Intro to Psychologically Ex Ch 2q u-g
Readings & Res in Educ for Ex Ch 2-4q g
Field Work in Educ for Ex Ch 2-4q g

HUNTER COLL. — NEW YORK, N. Y.
Ment, Soc & Voc'l Adjustment & Guid of the Hand 3 g
Psych of the Physically Hand (Rehab Couns Course) 3 g

IDAHO, U. OF — MOSCOW, IDAHO
The Ex Individual 3 u-g

ILLINOIS, U. OF — URBANA, ILL.
Ment & Educl Measurement of Ex Ch 2-4 g
Psych-Educl Probs of Ex Ch 4 g

ILLINOIS STATE NORMAL U. — NORMAL, ILL.
Intro to Spec Educ 3 u
Psych of Ex Ch 2 u-g

IMMACULATE HEART COLL. — LOS ANGELES, CALIF.
Psych of the Ex Child 2 u

INDIANA STATE TEACHERS COLL. — TERRE HAUTE, IND.
Psych of Ex Ch 3 u
Educ of Ex Ch 2 g

INDIANA U. — BLOOMINGTON, IND.
Surv: Educ of Ex Ch 2½ g
Psychological Probs of Ex Ch 2½ g
Allied Arts for Ex Ch 2½ g
Health Probs of Ex Ch 2½ u
Res in Spec Educ 1-3 u-g

IOWA STATE TEACHERS COLL. — CEDAR FALLS, IOWA
The Ex Child 2 u-g
Semnr in Educ: Spec Educ 2 g

IOWA STATE U. — AMES, IOWA
Psych of Ex Ch 3q u-g

KANSAS STATE COLL. OF PITTSBURG — PITTSBURG, KANS.
Educ of Ch with Spec Handicaps 3 u
Overview of Educ of Ex Ch 3 u
Psych of Ex Ch 2 u-g

KANSAS STATE TEACHERS COLL. — EMPORIA, KANS.
Surv of Ex Ch I 2 u-g

KANSAS STATE U. — MANHATTAN, KANS.
Psych of the Ex Child 3 u-g

KANSAS, U. OF — LAWRENCE, KANS.
Psych of Ex Ch 2 u-g
Arts & Crafts for Ex Ch 2 u-g
Curr Building for Ex Ch 3 g
Child Study (Ex Ch) 1-2 g
Spec Fields of Study in Spec Educ 1-6 g
Semnr in Spec Educ 1-2 g

KENT STATE U. — KENT, OHIO
Psych of Ex Child 3q u-g

KENTUCKY, U. OF — LEXINGTON, KY.
Intro to the Educ of Ex Ch 3 u

LOS ANGELES STATE COLL. — LOS ANGELES, CALIF.
Tchr Guid for Ex Ch 2 u-g

Psych & Educ of Ex Ch 3 u-g
Observ in Spec Educ 1 u-g

LOUISIANA STATE U. BATON ROUGE, LA.
Probs of the Ex Child 3 u-g

MANKATO STATE COLL. MANKATO, MINN.
The Study of the Ex Child 3q u-g
Clin Treatment of Reading Difficulties 4q u-g

MARSHALL COLL. HUNTINGTON, W. VA.
Intro to Ex Ch 3 u-g
Educ of Ex Ch 3 u-g

MARYLAND, U. OF COLLEGE PARK, MD.
Intro to Spec Educ 3 u-g
Wrkshp in the Educ of Ch with Learning Disabilities (Lang Disorders) 3 u-g
Workshop in the Educ of Ch with Learning Disabilities (Reading Disability) 3 u-g

MICHIGAN STATE U. EAST LANSING, MICH.
Educ of Ex Ch 3 u-g
Res Direction, Spec Educ Var. g
Art for Ex Ch 3 u-g
Psych of Ex Ch—Ment Deviates 3 u-g

MICHIGAN, U. OF ANN ARBOR, MICH.
Educ of Ex Ch 3 u-g
Industrial Arts in Spec Educ 2 u-g
The Hand Child 2 u-g

MINNESOTA, U. OF MINNEAPOLIS, MINN.
Educ of Ex Ch 3q u-g
Psych of Hand Ch 3q u-g
Res Probs in Spec Educ 3-9q g
Educ of Ex Ch (Duluth Campus) 3q u-g
Clin Diag of Reading Difficulties 3q u-g
Clin Pract in Educ Diag 3q u-g
Diag & Treatment of Learning Difficulties 3q u-g

MISSOURI, U. OF COLUMBIA. MO.
Psych of Ex Ch 3 u-g
Res in Spec Educ 1-8 g

MOORHEAD STATE COLL. MOORHEAD, MINN.
Educ of the Hand Child 3 u-g

NEWARK STATE COLL. UNION, N. J.
Intro to Educ of the Hand 2 u-g
Psych of the Hand 3 g

NEW YORK, STATE U. OF, COLL. OF EDUCATION BUFFALO, N. Y.
Nature & Needs of Ex Ch 3 u-g

NEW YORK, STATE U. OF, COLL. OF EDUCATION GENESEO, N. Y.
The Ex Child & Youth 3 g
Adv Professional Clinic Experiences in Spec Educ 3 g

NORTH CAROLINA, WOMAN'S COLL. OF THE U. OF GREENSBORO, N. C.
Ex Ch 2 u-g

NORTHEASTERN STATE COLL. TAHLEQUAH, OKLA.
Psych of Ex Ch 2 u-g

NORTHERN STATE TEACHERS COLL. ABERDEEN, S. DAK.
Intro to the Probs of Ex Ch 3q u-g

NORTHWESTERN STATE COLL. NATCHITOCHES, LA.
Psych of Ex Ch 3 u-g
Probs in Spec Educ 1-3 g

OHIO U. ATHENS, OHIO
Wrkshp in Spec Educ 3 u-g

OKLAHOMA COLL. FOR WOMEN CHICKASHA, OKLA.
Spec Educ Wrkshp 1 u

OKLAHOMA, U. OF NORMAN OKLA.
Educ of Ex Ch 2 u-g
Meths in Educ of Ex Ch 2 u-g
Crafts in Educ of the Ex Child 2 u-g
Introductory Practicum in Spec Educ 2-6 u-g

OREGON STATE SYSTEM OF HIGHER EDUCATION PORTLAND, OREG.
Psych of Ex ch 3 u-g

OREGON, U. OF EUGENE, OREGON
Psych of the Ex Child 3q u-g

PAN AMERICAN COLL. EDINBURG, TEXAS
Ex Ch 3 u

PENNSYLVANIA STATE U. UNIVERSITY PARK, PA.
Educ of Ex Ch 3q u-g
Atypical Ch & Educl Adjustments 3p u-g
Wrkshp in Current Educl Probs (in Spec Educ) 3q g

PITTSBURGH, U. OF PITTSBURGH, PA.
Surv of Spec Educ 3 u-g
Psych of Ex Ch 3 u-g
Adv Handbook for Ex Ch 3 u-g

RHODE ISLAND COLL. PROVIDENCE, R. I.
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Shop & Craft Activities for the Ex Ch 3 g

SAINT LOUIS U. SAINT LOUIS, MO.
Psych of Ex Ch 3 u-g

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Educ of Ex Ch 3 u-g
Arts & Crafts in Spec Educ 3 u-g
Intro to Grad Study of Spec Educ 3 g
Field Study in Spec Educ 3 g
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SAN JOSE STATE COLL. SAN JOSE, CALIF.
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The Educ of Ex Ch 6 (approx.)

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Psych of the Hand 3 g
Intro to Educ of the Hand 3 g

SOUTH CAROLINA, U. OF COLUMBIA, S. C.
Orientation to Spec Educ 3 u-g

SOUTHERN CALIFORNIA, U. OF LOS ANGELES, CALIF.
Educ of Ex Ch 3 u-g

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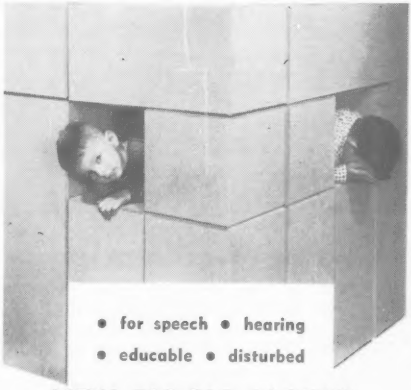

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The Ex Child 3 u-g

SYRACUSE U. — SYRACUSE, N. Y.
Psych of the Ex Child 3 u-g

TEMPLE U. — PHILADELPHIA, PA.
Psych of Ex Ch 3 u-g

TENNESSEE, U. OF — KNOXVILLE, TENN.
Art in Spec Educ 3q u-g
Probs in Tchg (Spec Educ) 3q u-g
Educ of the Ex Child 3q u-g
Probs in the Educ of Ex Ch 3q g
Psych of the Ex Child 3q u-g
Music in Spec Educ 3q u-g

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Educ of Ex Ch 3 u-g
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Psycho-Soc Aspects of Disability 3 g

VIRGINIA, U. OF — CHARLOTTESVILLE, VA.
Surv of Educ of Ex Child 3 u-g
Psych of Ex Ch 3 u-g
Res in Ex Child 3 g

WASHINGTON, U. OF — SEATTLE, WASH.
Educ of Ex Ch 2½q u-g

WASHINGTON U. — SAINT LOUIS, MO.
The Educ of the Atypical Child 3 u-g
Educl Diag & Remedial Tchg 3 g

WAYNE STATE U. — DETROIT, MICH.
Surv on Educ of Ex Ch 2 g
Practicum in Developing Curr Mats for Spec Educ Classes 2 g
Res in Spec Educ 1-3 g

WESTERN MICHIGAN U. — KALAMAZOO, MICH.
Educ of Ex Ch 2 u-g

WESTERN STATE COLL. OF COLORADO — GUNNISON, COLO.
Educ of Ex Ch 3q u-g

WISCONSIN, U. OF — MADISON, WIS.
Intro to Ex Ch 3-4 u-g

WISCONSIN, U. OF — MILWAUKEE, WIS.
Phys Educ for the Hand 2 u
Psych & Educ of Ex Ch 3 u-g
Field Work with Ex Ch 3 g
Wrkshp in Ex Ch: Learning Disorders 4 u-g

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Psych & Educ of Ex Ch 3 g

ADMINISTRATION & SUPERVISION OF SPECIAL EDUCATION

CHICO STATE COLL. — CHICO, CALIF.
Admin of Spec Services Centers 2 u-g

COLUMBIA U., TEACHERS COLL. — NEW YORK, N. Y.
Admin & Superv of Spec Educ 3 g

CONNECTICUT, U. OF — STORRS, CONN.
Admin & Superv of Spec Educ 3 g

EASTERN MICHIGAN U. — YPSILANTI, MICH.
Admin & Superv Spec Educ 2 g

FLORIDA STATE U. — TALLAHASSEE, FLA.
Organiz & Admin of Educl Services for Ex Ch 3 g

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
Admin & Superv of Educl Programs for Ex Ch 4q g

KANSAS STATE COLL. OF PITTSBURG — PITTSBURG, KANS.
Organiz, Admin & Superv of Spec Classes 3 u-g

KANSAS STATE TEACHERS COLL. — EMPORIA, KANS.
Admin & Superv of Spec Educ 3 g

KANSAS, U. OF — LAWRENCE, KANS.
Admin & Superv of Educ of Ex Ch 2 g

KENT STATE U. — KENT, OHIO
Admin of Spec Educ 3q u-g

MARYLAND, U. OF — COLLEGE PARK, MD.
Wrkshp in Admin & Superv of Spec Educ Programs 3 u-g

MICHIGAN STATE U. — EAST LANSING, MICH.
Organiz & Admin of Classes in Spec Educ 3 u-g

MICHIGAN, U. OF — ANN ARBOR, MICH.
Admin & Superv of Spec Educ 2 g

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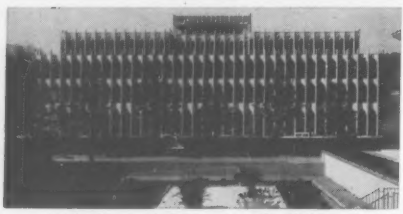

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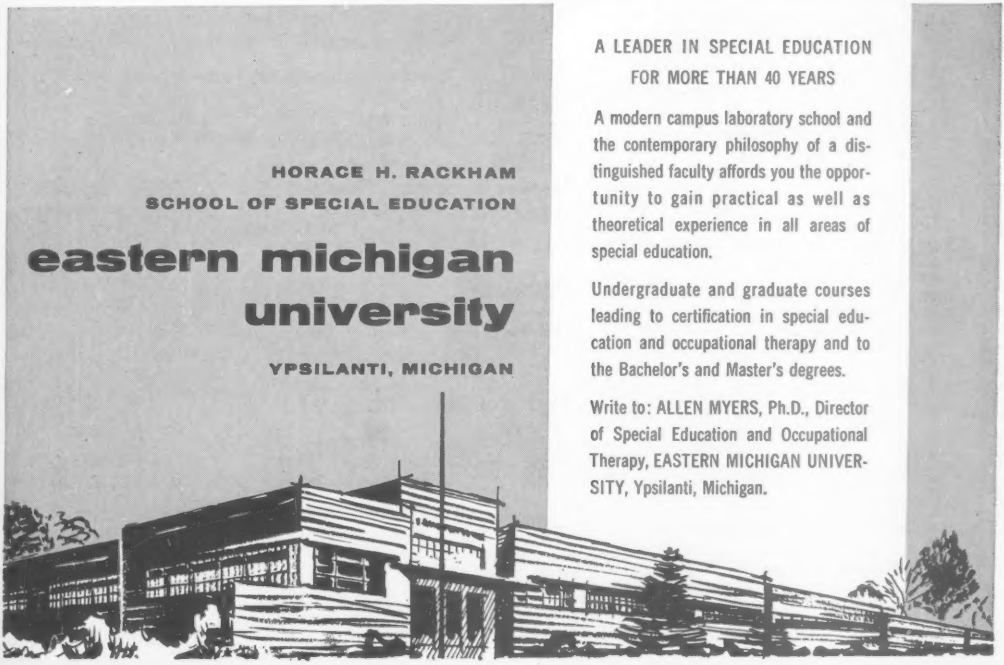
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Visiting Tchr Service (Wrkshp) 5 u-g

MICHIGAN, U. OF ANN ARBOR, MICH.
The Prob Child in School 2 u-g
Clin Management of Dist Ch 2 u-g
The Dynamics of Dist Ch 2 u-g
Socio-Emotional Maladjustment of Ch 2 u-g
Wrkshp for Visiting Tchrs 4 g
The Deviant Individual 2 u-g
Sociological Analysis of Deviant Behavior 2 u-g
Juvenile Delinquency 2 u-g

NORTHWESTERN STATE COLL. NATCHITOCHES, LA.
Educ of the Maladjusted 2 u-g

OCCIDENTAL COLL. LOS ANGELES, CALIF.
Juvenile Delinquency & Youth Probs 2 u-g

OKLAHOMA, U. OF NORMAN, OKLA.
Probs in Educ of the Soc Deviate 3 g

OREGON STATE SYSTEM OF HIGHER EDUCATION PORTLAND, OREG.
The Maladjusted Child 3 u-g

OREGON, U. OF EUGENE, OREG.
Maladjusted Child 3q u-g

SAN FRANCISCO STATE COLL. SAN FRANCISCO, CALIF.
Educ of Emotionally Maladjusted Child 3 g
Emotionally Dist Blind 4 g

SAN JOSE STATE COLL. SAN JOSE, CALIF.
Personality & Emotional Probs of Ch 2 u

STATE U. OF IOWA IOWA CITY, IOWA
Lab Pract in the Educ of the Emotionally Dist Child arr. g

SYRACUSE U. SYRACUSE, N. Y.
Educl Planning for Emotionally & Socially Dist Ch 3 u-g

WASHINGTON, U. OF SEATTLE, WASH.
Training the Emotionally Dist 5q u-g
Psych of the Emotionally Dist 5q u-g

WAYNE STATE U. DETROIT, MICH.
Probs of Instr with Socially Maladjusted Ch 2 g
Visiting Tchr Service 2 g
Field Work for Soc Workers (Visiting Tchr) 1-4 g

WISCONSIN, U. OF MADISON, WIS.
Educ of the Emotionally Dist & Socially Maladjusted 3-4 u-g

YESHIVA U. NEW YORK, N. Y.
Wrkshp on the Emotionally Dist Child & Adolescent 3 g

GIFTED

ALABAMA, U. OF UNIVERSITY, ALA.
Tchg Gifted Ch 3 g

ALBERTA, U. OF EDMONTON, ALTA.
Ment Ex Ch 9q (approx.) u

BALL STATE TEACHERS COLL. MUNCIE, IND.
The Slow & Fast Learners 4q u-g

BRITISH COLUMBIA, U. OF VANCOUVER, B. C.
Tchg the Ment Superior 3 u

CHICO STATE COLL. CHICO, CALIF.
Wrkshp in Tchg the Rapid Learner in the Elem School 6 u-g

CINCINNATI, U. OF CINCINNATI, OHIO
Arith Wrkshp 1 u-g

COLUMBIA U., TEACHERS COLL. NEW YORK, N. Y.
Educ of the Gifted 2-3 g
Observ & Partic in an Educl Program for Gifted Ch 2 g

CONNECTICUT, U. OF STORRS, CONN.
Mats & Meths of Tchg Intellectually Gifted Ch 3 g

DENVER, U. OF DENVER, COLO.
Wrkshp in the Educ of Ex Ch: The Gifted 5q u-g

EASTERN MONTANA COLL. OF EDUCATION BILLINGS, MONT.
Educ of the Bright & Gifted 3q u-g
Lab Practicum: Bright & Gifted 2-6q u-g

FLORIDA STATE U. TALLAHASSEE, FLA.
Developing Resource Units for Gifted Ch 3 g
Directed Observ & Partic in Tchg Gifted Ch in Elem School 3 g

FLORIDA, U. OF GAINESVILLE, FLA.
Educ of the Gifted 3 g

GEORGE PEABODY COLL. FOR TEACHERS NASHVILLE, TENN.
Educ of Gifted Ch 4q u-g

HUNTER COLL. NEW YORK, N.Y.
Educ of the Gifted 3 g

IDAHO, U. OF MOSCOW, IDAHO
Tchg Gifted Ch 3 u-g

ILLINOIS, U. OF URBANA, ILL.
The Gifted Child in School & Society 2 g

ILLINOIS STATE NORMAL U. NORMAL, ILL.
Educ of the Gifted Child 3 u-g

INDIANA STATE TEACHERS COLL. TERRE HAUTE, IND.
Educ of the Gifted 2 u-g
Meths with the Gifted 2 u-g

INDIANA U. BLOOMINGTON, IND.
Wrkshp: Planning for Gifted Ch 2½ g

IOWA STATE TEACHERS COLL. CEDAR FALLS, IOWA
The Gifted Child 4 u-g

KANSAS STATE TEACHERS COLL. EMPORIA, KANS.
Semnr on the Educ of Gifted Ch 3 u-g
Semnr on Curr Mats for Gifted Ch 3 u-g

KENT STATE U. KENT, OHIO
Meths & Mats for the Gifted 3q u-g
Psych of the Gifted Child 3q u-g

LOS ANGELES STATE COLL. LOS ANGELES, CALIF.
Wrkshp on Educ of Gifted Ch 6 u-g

MAINE, U. OF ORONO, MAINE
Meths of Tchg the Superior Child 3 u-g
Psych of the Superior Child 3 u-g

MANITOBA, U. OF FORT GARRY, MAN.
The Educ of Gifted Ch 3 u-g

MANKATO STATE COLL. MANKATO, MINN.
Probs in Educ of Gifted Wrkshp 2q u-g

MARYLAND, U. OF COLLEGE PARK, MD.
Wrkshp in the Educ of Ch with High Intellectual Abil 3 u-g

MASSACHUSETTS, U. OF AMHERST, MASS.
Semnr on the Gifted Pupil 3 g

MICHIGAN STATE U. EAST LANSING, MICH.
Educ of the Gifted Student 3 u-g
Educ of the Gifted Child (Wrkshp) 3 u-g

MICHIGAN, U. OF ANN ARBOR, MICH.
Educ of Ch with Superior Abils 2 u-g

MINNESOTA, U. OF MINNEAPOLIS, MINN.
Educ of Gifted Ch 3q u-g
Psych of the Gifted Child 3q u-g

MISSOURI, U. OF COLUMBIA, MO.
Probs in Tchg the Ment Superior 2 u-g
Probs in Educl Psych, Gifted & Talented 3 g
Probs in Sec Educ, Gifted 3 g
Probs in Elem Educ, Gifted 3 g

MOORHEAD STATE COLL. MOORHEAD, MINN.
The Gifted Child 3 u-g

NORTH CAROLINA, WOMAN'S COLL. OF THE U. OF GREENSBORO, N. C.
Educ of the Gifted 2 u-g

NORTHERN STATE TEACHERS COLL. ABERDEEN, S. DAK.
Theory of Tchg Gifted Ch 3q g

OCCIDENTAL COLL. LOS ANGELES, CALIF.
Wrkshp in the Educ of Gifted Ch 2 u

OKLAHOMA, U. OF NORMAN, OKLA.
Probs in the Educ of the Ment Ex 3 g
The Academically Superior Student 3 g

OREGON, STATE SYSTEM OF HIGHER EDUCATION PORTLAND, OREG.
The Gifted Child 3 u-g

OREGON, U. OF EUGENE, OREG.
Gifted Child 3q u-g

PENNSYLVANIA STATE U. UNIVERSITY PARK, PA.
Educ of the Ment Gifted Child 3q u-g

PITTSBURGH, U. OF PITTSBURGH, PA.
Educ of the Ment Adv & Talented 3 u-g
Adv Practicum (Ment Adv & Gifted) var. u-g

SASKATCHEWAN, U. OF SASKATOON, SASK.
The Educ of Bright & Gifted Ch 6 (approx.)

STATE U. OF IOWA IOWA CITY, IOWA
Educ of Gifted Ch 2 u-g
The Gifted Child Wrkshp: Meths & Mats of Instr 3 g

SYRACUSE U. SYRACUSE, N. Y.
Student Tchg with the Gifted 3-6 u-g
Educ of Gifted Ch 3 u-g

TEMPLE U. PHILADELPHIA, PA.
Psych. of the Gifted Child 3 u-g

TENNESSEE, U. OF KNOXVILLE, TENN.
Experience in the Tchg & Superv of Ex Ch (Gifted) 3q u-g

TEXAS WOMAN'S U. DENTON, TEXAS
Nature & Needs of the Gifted Child 3 u-g

VIRGINIA, U. OF CHARLOTTESVILLE, VA.
Gifted Ch 3 g
Tchg the Superior Learner 3 g

WASHINGTON, U. OF SEATTLE, WASH.
Tchg the Gifted Child 2½q u-g

WAYNE STATE U. DETROIT, MICH.
Probs & Meths in Tchg Intellectually Gifted Ch 2 g

WISCONSIN, U. OF MILWAUKEE, WIS.
Wrkshp in Ex Ch: Educ & Guid of Gifted Ch 4 u-g

MENTALLY RETARDED

ALABAMA, U. OF UNIVERSITY, ALA.
Psych & Educ of the Ment Hand (Curr) 3 u
Psych & Educ of the Ment Hand (Psych) 3 u
Psych of Ment Ret Ch 3 g
Directed Observ & Tchg of Ment Ret Ch 3 g
Tchg Ment Ret Ch 3 g

ALBERTA, U. OF EDMONTON, ALTA.
Ment Ex Ch 9q (approx.) u

ARIZONA STATE U. TEMPE, ARIZ.
Semnr on Psychological & Med Aspects of Ment Ret 2 g

AUBURN U. AUBURN, ALA.
Tchg the Ment Ret in Elem & Sec Schools 3q u
Program for the Ment Ret in Elem & Sec Schools 3q u
Student Tchg in the Area of the Ment Ret 5, 10,15q u
Nature of Ment Ret 5q u
Res Studies in Ment Ret 4q g
Curr & Tchg in Ment Ret 4q g

BALL STATE TEACHERS COLL. MUNCIE, IND.
Practicum in Spec Educ (Educable Ment Ret) 4q g

BAYLOR U. WACO, TEXAS
Tchg Ment Ret Ch 3 u-g
Programming for the Ment Ret 3 u-g
Meths of Tchg Ment Ret 3 u-g

BOSTON U. BOSTON, MASS.
Meths of Tchg the Ment Ret 3 g
Psych of the Subnormal 3 g

BRITISH COLUMBIA, U. OF VANCOUVER, B. C.
Tchg the Ment & Physically Hand 3 u
Tchg Dull & Backward Ch 3 u
Tchg the Severely Ment Hand 3 u

CALIFORNIA STATE COLL. CALIFORNIA, PA.
Curr Planning, Mat & Equipment for Ret Ch 3 u
Spec Class Meths — Ret Ch 3 u

CALIFORNIA, U. OF AT LOS ANGELES LOS ANGELES, CALIF.
Curr for Ment Ret Ch 2 u-g
Educ & Guid of Ment Ret Ch 2 (Inserv.)

CARDINAL STRITCH COLL. MILWAUKEE, WIS.
The Curr for Ment Hand 3 u-g
Lab Tchg: Ment Hand 3 u-g
Guid for the Ment Hand 2 g
Semnr in the Educ of the Ment Hand 2 g

CENTRAL STATE COLL. EDMOND, OKLA.
Curr—Ment Hand 3 u-g
Wrkshp in Ment Ret 1 u-g
Practicum in Spec Educ (Ment Ret) 1-4 u

COLUMBIA U., TEACHERS COLL. NEW YORK, N. Y.
Psych of Ment Ret Ch 2-3 g
Programs, Meths & Mats for Tchg the Ment Ret 2-3 g
Observ & Partic in an Educl Program for Ment Ret Ch 2-3 g
Tests & Remedial Work for the Ment Ret 2-3 g
Occ Educ for Ment Ret Youth 2-3 g
Work Conf on the Educ & Guid of the Ment Ret in Late Adolescence 3 g
Crafts & Occ Skills for the Ment Ret 2 g

CONNECTICUTT, U. OF STORRS, CONN.
Wrkshp on the Educ & Devl of the Ment Ret Child 6 g

DELAWARE, U. OF NEWARK, DEL.
Spec Topics in Educ: Meths & Curr in Classes for Ment Ret Ch 3 u-g
Spec Topics in Educ: Arts & Crafts in Classes for Ment Ret Ch 3 u-g

DENVER, U. OF DENVER, COLO.
Educ of the Ment Ret: Curr & Instr in the Elem School 2½q u-g
Educ of the Ment Ret: Curr & Instr in the Sec School 2½q u-g
The Educ of the Ment Ret: The Trainable 3q u-g

EASTERN MICHIGAN U. YPSILANTI, MICH.
Educ & Soc Control Ment Deviates 2 g
Ment Deficiency 2 g
Educ of Ment Hand I 2 g
Educ of Ment Hand II 2 g
Sec Educ Ment Hand 2 g
Student Tchg (Ment Hand) 2-3 u

EDINBORO STATE COLL. EDINBORO, PA.
Curr Devl for Ment Ret Ch 3 u
Meths of Tchg Ment Ret Ch 3 u

FLORIDA STATE U. TALLAHASSEE, FLA.
Psych of Ment Hand Ch 3 u-g
Probs of Tchg Ch with Intellectual Handicaps 3 g
Directed Observ & Partic in Tchg Ch with Intellectual Handicaps 3 g

FORDHAM U. NEW YORK, N. Y.
Meths, Mats & Organiz of Tchg the Ment Ret II 2 g
Spec Educ Institute—Learning Probs of the Ment Hand 2 u-g

GEORGE PEABODY COLL. FOR TEACHERS NASHVILLE, TENN.
Student Tchg of Educable Ment Ret Ch 1-2q u-g
Educ of Ment Ret Ch 4q u-g
Intro to Ment Ret 4q g
Adv. Educl Procedures for Ment Ret Ch 4q u-g

HUNTER COLL. NEW YORK, N. Y.
General Meths of Tchg Ment Ret Ch 2 g
Psych of the Ment Ret 2 g
Occ Educ of the Ment Ret 2 g

ILLINOIS STATE NORMAL U. NORMAL, ILL.
Educ of the Ment Ret 2 u-g
Spec Classes for the Trainable 2 u-g
Psych of the Ment Deviate 3 u-g
Curr Devl for the Ment Ret 3 u-g
Student Tchg in Spec Educ (Educable Ment Hand) 2-4 u-g
Student Tchg in Spec Educ (Trainable Ment Hand) 2-4 u-g

ILLINOIS, U. OF URBANA, ILL.
Wrkshp in the Educ of Ex Ch: The Educable Ment Hand 4-8 g
Wrkshp in the Educ of Ex Ch: The Trainable Ment Hand 4 g
Psych & Educ of the Ment Hand—Curr 2 g
Psych & Educ of the Ment Hand—Meths 2 g

INDIANA STATE TEACHERS COLL. TERRE HAUTE, IND.
Meths with Ment Ret 2 u-g
Educ of the Ment Ret 3 u-g

INDIANA U. BLOOMINGTON, IND.
Wrkshp: Meeting Needs of the Trainable Ment Ret 3 u-g
Tchg Educable Ment Ret in the Classroom 2½ g

BETTER SCHOOLS throughout the World use WARREN PATENTED GATED COMPRESSION AUDITORY TRAINING EQUIPMENT

W-1 WEARABLE AUDITORY TRAINING UNIT

The New Warren W-1 is a marvel of engineering, developed and perfected by audio specialists with years of experience in the auditory training field.

The W-1 offers completely new standards of HIGH POWER OUTPUT with EXTREMELY LOW DISTORTION. PENETRATION, DENSITY and CONFIGURATION OF SPEECH is unparalleled in a wearable auditory training unit. The student using a W-1 naturally developes a high degree of RETENTION.

The Warren W-1 actually contains THREE SEPARATE MODES OF OPERATION — Either of which can be selected at the flip of a switch. In one switch position the student is automatically "tuned in" to the FREE FIELD MAGNETIC LOOP CHANNEL of his particular classroom. A second switch position shifts the W-1 over to a second MAGNETIC LOOP CHANNEL such as might be used in an auditorium, assembly hall or other group meeting place. In the third position, the W-1 operates as an independent unit for personal instruction of the student

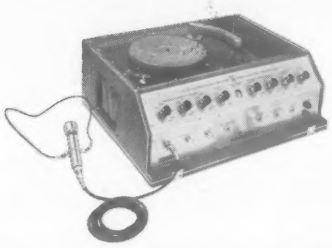
through its regular microphone input channel. Used in this manner, the W-1 provides a natural transition to the student's later use of a regular type hearing aid.

The Warren W-1 uses FIVE TRANSISTORS in a revolutionary new stabilized, low distortion circuit and is easily capable of driving a pair of miniature receivers to their full undistorted output.

A specially designed LINEAR VOLUME CONTROL adjusts the output level smoothly, with NO PEAKS—NO SURGES—and NO INTERNAL NOISE. The W-1 is powered by self-contained, long life MERCURY CELLS of a STANDARD TYPE, easily replaced when exhausted.

Provisions are made for use of either SPECIAL MINIATURE RECEIVERS when the W-1 is used outside the classroom—or WARREN DYNAMIC HEADPHONES when used in the auditory training classroom.

"FREE FIELD" MAGNETIC AUDITORY TRAINING SYSTEM



The engineers who first made AUDITORY TRAINING OF THE DEAF a perfected reality with the development of GATED COMPRESSION AMPLIFICATION, have now expanded that system for use with the new MODEL W-1 WEARABLE AUDITORY TRAINING UNIT.

Now — The student is completely freed of his desk, of interconnecting cables, control boxes, etc. He can literally "WALK AWAY" to any part of the classroom without missing a single syllable of the training program. THE WARREN MODEL W-1 with either miniature receivers or WARREN DYNAMIC HEADPHONES plugged-in, is the only equipment the student needs.

The rest of the system consists of the well known WARREN MODEL T-2 GATED COMPRESSION AMPLIFIER, to which is added a NEW MODEL CL-1 CHANALATOR. This combination feeds a MAGNETIC LOOP in the classroom thus enabling ANY NUMBER OF STUDENTS to receive the training program. Any number of classrooms can be set up with no interference from adjacent classroom channels.

The MODEL W-1 also has switch positions for a common channel such as an auditorium, gymnasium or other group meeting place.

The new WARREN "FREE FIELD" MAGNETIC AUDITORY TRAINING SYSTEM has revolutionized the field because it's many advantages MAKE THE TEACHING JOB EASIER — THE LEARNING FASTER. We will gladly acquaint you with full details on this "YEARS AHEAD" equipment.

Jay L. Warren, inc.

Medical Electronics Designed for Better Hearing

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IOWA STATE TEACHERS COLL. CEDAR FALLS, IOWA
The Ret Child 4 u-g

KANSAS STATE COLL. OF PITTSBURG PITTSBURG, KANS.
Techniques of Instr for Ex Ch (The Ment Ret) 3 u-g
Practicum in Spec Educ (The Ment Ret) 3-8 g

KANSAS STATE TEACHERS COLL. EMPORIA, KANS.
Surv of Ex Ch II (Ment Ret) 2 u-g
Meths & Mats for Ment Ret I 2 u-g
Meths & Mats for Ment Ret II 2 g
Supervised Pract with Ment Ret Ch I 3 u-g
Supervised Pract with Ment Ret Ch II 3 g

KANSAS, U. OF LAWRENCE, KANS.
Educ of Ment Hand Ch 3 u-g
Curr & Meths for the Trainable Ret 2 u-g
Student Tchg in Spec Schools (Educable Ment Ret) 1-8 u
Student Tchg in Spec Schools (Trainable Ment Ret) 1-8 u
Lab Pract with Ex Ch (Educable Ment Ret) 1-6 g
Lab Pract with Ex Ch (Trainable Ment Ret) 1-6 g

KENT STATE U. KENT, OHIO
Psych of Ret Ch 3q u-g

KENTUCKY, U. OF LEXINGTON, KY.
Nature & Needs of Ret Ch 3 u-g
Meths & Mats in Tchg the Ment Ret 3 u-g

LOS ANGELES STATE COLL. LOS ANGELES, CALIF.
Meths of Tchg Ment Ret (Elem) 3 u-g
Meths of Tchg Ment Ret (Sec) 3 u-g
Ment Deficiency 3 u-g

LOUISIANA STATE U. BATON ROUGE, LA.
Educ of the Ment Ret Child 3 u-g
Curr & Meths of Tchg the Ment Ret 3 u-g

MANKATO STATE COLL. MANKATO, MINN.
Tchg the Ment Ret 3q u-g
Educ of the Ment Ret 3q u-g

MARSHALL COLL. HUNTINGTON, W. VA.
Supervised Student Tchg with Ment Ret Ch 3 u-g

MARYLAND, U. OF COLLEGE PARK, MD.
Characteristics of Ex Ch—Ment Ret 3 u-g
Wrkshp in the Educ of Ch with Learning Disabilities (Trainable Ment Ret) 3 u-g
Wrkshp in the Educ of Ch with Learning Diabilities (Educable Ment Hand) 3 u-g

MIAMI, U. OF CORAL GABLES, FLA.
Wrkshp in Tchg the Ment Ret 6 u-g

MICHIGAN STATE U. EAST LANSING, MICH.
Soc Control of the Ment Hand 3 u-g
School Experiences for the Trainable Ret Child (Wrkshp) 3 u-g
Driver Educ for the Ment Hand Child (Wrkshp) 3 u-g

MICHIGAN, U. OF ANN ARBOR, MICH.
Educ & Soc Control of Ment Ret Ch 2 u-g
Semnr: Spec Educ (Ment Ret) 2 g

MINNESOTA, U. OF MINNEAPOLIS, MINN.
Educ of Ment Ret in Elm Schools 3q u-g
Educ of Ment Ret in Sec Schools 3q u-g
Probs of Ment Deficiency 3q u-g
Wrkshp—Shop Activities for Spec Class Tchrs 3q u-g
Junior Practicum in Spec Educ (Ment Ret) u
Grad Practicum in Spec Educ (Ment Ret) g
Educ of Ment Ret in Elem Schools (Duluth Campus) 3q u-g

MISSOURI, U. OF COLUMBIA, MO.
Probs in Tchg the Ment Ret 2 u-g
Student Tchg Elem Educable Ment Ret 3-10 u
Student Tchg Sec Educable Ment Ret 3-10 u
Student Tchg Trainable Ment Ret 3-10 u
Probs in Educl Psych, Ment Ret 3 g
Probs in Elem Educ, Ret 3 g
Probs in Sec Educ, Ret 3 g

MOORHEAD STATE COLL. MOORHEAD, MINN.
Ment Ret 3 u-g
Meths in Tchg Ment Ret 3 u
Student Tchg, Ment Ret 5 u
Industrial Arts for Tchrs of Ment Ret 3 u-g

NEWARK STATE COLL. UNION, N. J.
Curr Building for Different Maturation Levels of the Ret 3 g
Arts & Crafts for the Ment Ret 3 g

NEW YORK, STATE U. OF, COLL. OF EDUCATION BUFFALO, N. Y.
Educ of Ch with Ret Ment Devl 3 u-g

NEW YORK, STATE U. OF, COLL. OF EDUCATION GENESEO, N. Y.
Educ—Ment Ret 3 u
Creative Activities for Ment Ret 3 u

NORTH CAROLINA, WOMAN'S COLL. OF THE U. OF GREENSBORO, N. C.
Meths & Mats for Tchg Ment Hand Ch 4 u-g

NORTHEAST LOUISIANA STATE COLL. MONROE, LA.
Educ of the Ment Ret 3 u

NORTHERN STATE TEACHERS COLL. ABERDEEN, S. DAK.
Meths of Tchg the Ment Ret 3q u-g
Semnr in the Rehab of the Ment Ret & Physically Hand Child 3q g

NORTHWESTERN STATE COLL. NATCHITOCHES, LA.
Educ of the Ret Child 2 u-g
Curr & Meths for the Educable Ment Ret 2 u-g
Curr & Meths for the Severely Ret 2 u-g

OREGON STATE SYSTEM OF HIGHER EDUCATION PORTLAND, OREG.
The Ment Ret Child 3 u-g

OREGON, U. OF EUGENE, OREG.
Semnr: Tchg Ment Ret Ch 3q u-g
Semnr: Arts & Crafts for the Ment Ret 3q u-g
Practicum: Tchg Ment Ret Ch 3q u-g
Ment Ret Child 3q u-g
Wrkshp: Curr Probs in Ment Ret 3q g

PAN AMERICAN COLL. EDINBURG, TEXAS
Tchg the Ment Ret 3 u
Psych of Ment Ret 3 u

PENNSYLVANIA STATE U. UNIVERSITY PARK, PA.
Educ of the Ment Ret 3q u-g
Probs in the Educ of the Ment Ret 3q g

PITTSBURGH, U. OF PITTSBURGH, PA.
Educ of the Ment Ret 3 u-g
School Activities for Trainable Ment Ret Ch 3 u-g
Sheltered Wrkshps 3 u-g
Adv Practicum (Educable Ment Ret) var. u-g
Adv Practicum (Trainable Ment Ret) var. u-g

RHODE ISLAND COLL. PROVIDENCE, R. I.
Meths of Tchg Ment Ret Ch 3 g
Demonstration Class for Young Ment Ret 3 g

RUSSELL SAGE COLL. ALBANY, N. Y.
Semnr in Tchg the Ment Hand 2 u-g
Practicum for Tchrs of the Ment Hand 2 u-g

SAINT LOUIS U. SAINT LOUIS, MO.
Probs in Tchg the Ment Hand Child 3 u-g
Reading Probs of Ment Hand Ch 3 u-g
Intro to Ment Ret 3 u-g
Adv Practicum—Educable Ment Ret 3 u-g
Programs, Meths & Mats for Tchg the Ment Hand 3 u-g
Understanding the Ment Ret Child & His Family 1 u-g
Reading Probs of Ment Hand Ch 3 u-g

SAINT ROSE, COLL. OF ALBANY, N. Y.
Semnr in Tchg the Ment Ret 2 u-g
Practicum in Tchg the Ment Ret 2 u-g

SAN FRANCISCO STATE COLL. SAN FRANCISCO, CALIF.
Student Tchg—Ment Ret 1-4 u-g
Wrkshp—Ment Ret (Elem) 6 u-g
Wrkshp—Ment Ret (Junior-Senior High) 6 u-g
Adv Probs in Ment Ret 3 g
Clin Pract in Speech Ther for Ment Ret 1-2 u-g
Camp—Ment Ret 3 u-g

SAN JOSE STATE COLL. SAN JOSE, CALIF.
Curr & Meths of Tchg the Ment Ret 3 u-g

SASKATCHEWAN, U. OF SASKATOON, SASK.
Tchg Ment Ret Ch (Regina Campus) 6 (approx.)

SETON HALL U. SOUTH ORANGE, N. J.
Meths & Mats for Tchg the Ment Ret 3 g
Curr Building for the Ment Ret 3 g
Arts & Crafts for the Ment Ret 3 g

SOUTH CAROLINA, U. OF COLUMBIA, S. C.
Psych of the Ment Ret 3 u-g

SOUTHERN CALIFORNIA, U. OF LOS ANGELES, CALIF.
Curr & Meths of Tchg the Ment Ret Child 3 u-g
Probs of Ment Deficient & Brain-Injured Ch 2 g

SOUTHERN CONNECTICUT STATE COLL. NEW HAVEN, CONN.
Guid of the Ment Ret 3 u-g
Curr for Educable Ment Ret 3 u-g
Practicum in Tchg the Ment Ret 3 u-g
Tchg the Trainable Ment Ret 3 u-g
Tchg the Educable Ment Ret 3 u-g

SOUTHWESTERN LOUISIANA, U. OF LAFAYETTE, LA.
Educ of Ment Ret Ch 3 u-g

STATE U. OF IOWA IOWA CITY, IOWA
Educ of the Ment Ret Child 3 u-g
Tchg the Trainable Ment Ret Child 2-3 u-g
Lab Pract in Educ of the Ment Ret Child Arr. u-g
Tchg of Ment Ret Ch 2-3 u-g
Lab Pract in Tchg Ment Ret Ch 3-5 u-g

STEPHEN F. AUSTIN STATE COLL. NACOGDOCHES, TEXAS
Ment Deficiency 3 u-g
Speech Corr with Ret Ch 3 u-g
Meths of Tchg Ret Ch 3 u-g

SYRACUSE U. SYRACUSE, N. Y.
Wrkshp in Educl Probs of Ret Ch 3 u-g
Educ of Ch with Ret Ment Devl (Theory) 3 u-g
Manual Skills & Analysis of Job Areas 3 u-g
Nature & Needs of Ret Ch 3 u-g
Occ Educ for Ch with Ret Ment Devl 3 u-g
Ment, Soc—Vocl Guid & Adjustment of Physically & Ment Hand 3 g

TENNESSEE U. OF KNOXVILLE, TENN.
Educ of the Ment Ret Child 3 q u-g
Student Tchg in Educable Ment Ret 3q u-g
The Nature & Concept of Ment Ret 3q u-g
Experience in the Tchg & Superv of Ex Ch (Educable Ment Ret) 3q u-g

TEXAS, U. OF AUSTIN, TEXAS
Psych of Subnormal Child 3 u-g
Probs & Techniques in Tchg Ment Ret Ch 3 u-g

TEXAS WOMAN'S U. DENTON, TEXAS
Educ of Ch with Ret Ment Devl 3 u-g
Curr Wrkshp for Educable Ment Ret Classes 3 u-g
Semnr in Projects in Med, Soc & Psychological Aspects of Ment Ret 3 g

TRENTON STATE COLL. TRENTON, N. J.
Building a Curr for the Ment Ret 3 g
Tchg the Ment Ret 3 g

VIRGINIA, U. OF CHARLOTTESVILLE, VA.
Tchg the Ment Ret 3 u-g
Characteristics of the Ment Ret 3 u-g

WASHINGTON U. SAINT LOUIS, MO.
Meths & Mats in Tchg the Educable Ment Ret 3 u-g
The Soc Aspects of Ment Ret 3 u-g

WASHINGTON U. OF SEATTLE, WASH.
Training of the Ment Ret 5q u-g
Psych of the Ment Ret 5q u-g

WAYNE STATE U. DETROIT, MICH.
Probs & Procedures in Tchg Ment Ret Ch 2 g
Adjustment & Control of the Ment Hand 2 g
New Devls & Res in Ment Ret 2 g

WESTERN MICHIGAN U. KALAMAZOO. MICH.
Directed Tchg (Ment Hand) 4 u-g
Ment Deficiency 2 u-g
Meths & Mats for the Ment Hand 2 u-g
Organiz & Admin of Speech Classes for the Ment Hand 2 u-g

WISCONSIN, U. OF — MILWAUKEE, WIS.
Student Tchg with the Ment Ret 3 u
Educ of the Ment Ret 3 u-g
Semnr in Ment Deficiency 3 g
Lang Arts for the Ment Ret 1 u

WISCONSIN, U. OF — MADISON, WIS.
Educ of the Trainable Ment Ret 3-4 u-g
Educ of the Educable Ment Ret at the Elem School Level 3-4 u-g

YESHIVA U. — NEW YORK, N. Y.
Psych of the Ment Hand 3 g
Meths & Mats in Tchg the Ment Ret (Educable) I 2 g
Meths & Mats of Tchg the Ment Ret (Educable) II 2 g
Occ Educ for Ch with Ret Ment Devl 3 g
Interpretation of Ment & Educl Measurements for the Ment Hand 2 g
Wrkshp in Ret and Brain-Injury 3 g

SLOW LEARNING

(**Note:** Courses are grouped in this section because their titles use the term "slow learning"—not because of a clear distinction from those courses dealing with mentally retarded children. Students should seek clarification of these courses from the colleges and universities involved.)

BALL STATE TEACHERS COLL. — MUNCIE, IND.
The Slow & Fast Learners 4q u-g

BOSTON U. — BOSTON, MASS.
Probs of Tchg the Slow Learning Child in the Regular Classroom 3 g

BRITISH COLUMBIA, U. OF — VANCOUVER, B. C.
Tchg Dull & Backward Ch 3 u

CINCINNATI, U. OF — CINCINNATI, OHIO
Mats & Meths for Tchg Slow-Learning Ch 2 u-g
Directed Observ: Slow-Learning Ch 2 u-g

COLUMBIA U., TEACHERS COLL. — NEW YORK, N. Y.
Tchg the Slow-Learners 2-3 g

EASTERN MONTANA COLL. OF EDUCATION — BILLINGS, MONT.
Educ of the Slow Learner 3q u-g
Lab Practicum: Slow Learner 2-6q u-g

FLORIDA, U. OF — GAINESVILLE, FLA.
Mats & Meths for Tchg Slow Learners 3 u-g

KANSAS STATE TEACHERS COLL. — EMPORIA, KANS.
Reading for Slow Learners 2 u-g

KENT STATE U. — KENT, OHIO
Meths & Mats for Elem Age Slow Learners 3 q u-g
Wrkshp on Slow Learning 3q u-g

SYRACUSE U. — SYRACUSE, N. Y.
Tchg Reading to Slow Learning Ch 3 u-g

TEXAS WOMAN'S U. — DENTON, TEXAS
Tchg the Slow Learner 3 u-g

WAYNE STATE U. — DETROIT, MICH.
Organiz of Spec Classes for Slow-Learning Ch 2 g

NEUROLOGICALLY HANDICAPPED

COLUMBIA U., TEACHERS COLL. — NEW YORK, N. Y.
Nature, Needs & Training of Ch with Neurological Impairment 2-3 g
Observ & Partic in an Educl Program for Ch with Neurological Impairment 2 g
Programs, Meths & Mats in Tchg Ch with Neurological Impairment 2-3 g

EASTERN MICHIGAN U. — YPSILANTI, MICH.
Educ of Brain Injured Ch 2 g
Educ & Treatment of Cerebral Palsied Child 2 g

FORT HAYS KANSAS STATE COLL. — HAYS, KANS.
Speech Probs Relating to Neurological Damage 4 u-g

HUNTER COLL. — NEW YORK, N. Y.
Educ of Sensation & Association Impaired (Brain Injured) 2 g

ILLINOIS STATE NORMAL U. — NORMAL, ILL.
Probs of the Brain-Injured 2 u-g

KANSAS, U. OF — LAWRENCE, KANS.
Wrkshp in Spec Educ (Educ of Ch with Learning Disabilities—Neurological Disorders) To be announced. u-g

LOS ANGELES STATE COLL. — LOS ANGELES, CALIF.
Speech Probs in Cerebral Palsy 3 u-g

MARYLAND, U. OF — COLLEGE PARK, MD.
Speech Disorders of the Brain-Injured 3 g
Wrkshp in the Educ of Ch with Learning Disabilities (Motor Hand) 3 u-g
Wrkshp in the Educ of Ch with Learning Disabilities (Perceptually Impaired) 3 u-g

MICHIGAN STATE U. — EAST LANSING, MICH.
Educ of the Brain Injured Child (Wrkshp) 3 u-g

NORTHWESTERN U. — EVANSTON, ILL.
Educl Meths & Ther Techniques for Brain-Damaged Ch 3-4q u-g
Speech Habilitation for Cerebral Palsied Persons 3-4q u-g
Aphasia & Related Lang Disorders 3-4q g

PURDUE U. LAFAYETTE, IND.
Speech Habilitation for the Cerebral Palsied 2 u-g

RHODE ISLAND COLL. PROVIDENCE, R. I.
Characteristics & Needs of Brain-Damaged Ch 3 g

SAN FRANCISCO STATE COLL. SAN FRANCISCO, CALIF.
Speech for the Cerebral Palsied 3 u-g
Clin Pract in Speech Ther for Cerebral Palsied 1-2 u-g

SOUTHERN CALIFORNIA, U. OF LOS ANGELES, CALIF.
Probs of Ment Deficient & Brain-Injured Ch 2 g

SYRACUSE U. SYRACUSE, N. Y.
Wrkshp on the Educ of Brain Injured Ch 3 u-g
Lang & Speech Probs of Cerebral Palsy 3 u-g
Educ of Cerebral Palsied Ch 3 u-g

TEMPLE U. PHILADELPHIA, PA.
Neurological Speech Disorders 2 u-g

TENNESSEE, U. OF KNOXVILLE, TENN.
Educ of the Brain-Injured Child 3q u-g
Educ Probs of the Cerebral Palsied Child at Home & School 3q u-g

TEXAS, U. OF AUSTIN, TEXAS
Cerebral Palsy Wrkshp 4 g

TEXAS WOMAN'S U. DENTON, TEXAS
Neurological Probs in Ex Ch 3 u-g

WAYNE STATE U. DETROIT, MICH.
Personality Disorders & Educ of Brain Injured Ch 2 g

YESHIVA U. NEW YORK, N. Y.
Wrkshp in Ret & Brain-Injury 3 g

PHYSICALLY HANDICAPPED

ALABAMA, U. OF UNIVERSITY, ALA.
Educ & Care of the Crippled Child 3 u

BALL STATE TEACHERS COLL. MUNCIE, IND.
Phys Educ for the Hand 4q u-g

BRITISH COLUMBIA, U. OF VANCOUVER, B. C.
Tchg the Ment & Physically Hand 3 u

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Educ & Guid of Orthopedically Hand Ch 2 (Inserv.)

CENTRAL STATE COLL. EDMOND, OKLA.
Surv of Phys Defects 2 u-g
Practicum in Spec Educ (Physically Hand) 1-4 u

COLUMBIA U., TEACHERS COLL. NEW YORK, N. Y.
Psych of the Physically Hand 2-3 g
Educ of the Physically Hand 2-3 g

EASTERN MICHIGAN U. YPSILANTI, MICH.
Meths of Tchg Physically Hand Ch 2 g
Path of Physically Hand Ch 2 g
Therapeutic Care of Physically Hand Ch 2 g
Student Tchg (Physically Hand) 2-3 u

EASTERN MONTANA COLL. OF EDUCATION BILLINGS, MONT.
Lab Practicum: Phys Hand 2-6q u-g

FLORIDA, U. OF GAINESVILLE, FLA.
Therapeutic Care of Crippled Ch 3 u-g

GEORGE PEABODY COLL. FOR TEACHERS NASHVILLE, TENN
Intro to Physically Ex Ch 2q u-g

HUNTER COLL. NEW YORK, N.Y.
Probs & Practs in Educ of the Physically Hand 2 g
Meths of Tchg a Multiple Grade Class of Crippled Ch 2 g
Psych of the Physically Hand 3 g
Psych of the Physically Hand (Rehab Couns Course) 3 g

ILLINOIS STATE NORMAL U. NORMAL, ILL.
Educ of the Physically Hand 2 u-g
Phys Defects—Surv & Rehab 3 u
Student Tchg in Spec Educ (Physically Hand) 2-4 u-g

IOWA STATE TEACHERS COLL. CEDAR FALLS, IOWA
The Physically Hand 2 u-g

KANSAS, U. OF LAWRENCE, KANS.
Student Tchg in Spec Schools (Orthopedically Hand) 1-8 u
Lab Pract with Ex Ch (Orthopedically Hand) 1-6 g
Diagnostic Procedures with Crippled Ch 2 u-g
Therapeutic Care of Crippled Ch 2 u-g
Educ of Crippled Ch 2 u-g

KENTUCKY, U. OF LEXINGTON, KY.
Meths & Mats in Tchg the Orthopedically Hand 3 u-g

LOS ANGELES STATE COLL. LOS ANGELES, CALIF.
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Meths of Tchg Crippled Ch 3 u-g
Directed Tchg in Spec Educ (Orthopedics) 4 u-g

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Graduate Practicum in Spec Educ (Crippled) g

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Probs in Tchg the Orthopedically Hand 2 u-g
Student Tchg Elem Orthopedically Hand 3-10 u
Student Tchg Sec Orthopedically Hand 3-10 u
Probs in Educl Psych, Crippled 3 g
Probs in Elem Educ, Crippled 3 g
Probs in Sec Educ, Crippled 3 g

NORTHERN STATE TEACHERS COLL. ABERDEEN, S. DAK.
Meths of Tchg the Physically Hand (Orthopedic) 3q u-g
Orientation to the Rehab of the Physically Hand Child 3q u-g
Semnr in the Rehab of the Ment Ret & Physically Hand Child 3q g

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The Educ of Crippled Ch 2 u-g

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Student Tchg with Orthopedically Hand 1-4 u-g
Student Tchg Semnr—Orthopedically Hand 2 u-g
Meths of Tchg the Orthopedically Hand 3 u-g
Surv of Phys Defects 3 u-g
Speech for the Cerebral Palsied 3 u-g
Clin Pract in Speech Ther for Cerebral Palsied 1-2 u-g

SOUTHERN CALIFORNIA, U. OF LOS ANGELES, CALIF.
Speech Disorders of the Physically Hand 3 u-g

SOUTHERN CONNECTICUT STATE COLL. NEW HAVEN, CONN.
Nature & Needs of the Physically Hand 3 g

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Meths in Educ of the Physically Hand Child 3 u-g
Orientation to Rehab of the Physically Hand Child 3 u-g
Semnr: Rehab of the Physically Hand Child 2 g

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Lang & Speech Probs of Cerebral Palsy 3 u-g
Med Information for Tchrs of Crippled Ch 3 u-g
Educ of Crippled Ch (Theory) 3 u-g
Educ of Crippled Ch (Pract) 3 u-g
Educ of Cerebral Palsied Ch 3 u-g

TENNESSEE, U. OF KNOXVILLE, TENN.
Educ of Hospitalized & Homebound Ch 3q u-g
Educ Probs of the Cerebral Palsied Child at Home & School 3q u-g
Student Tchg in Crippling & Spec Health Conditions 3q u-g
Experience in the Tchg & Superv of Ex Ch (Orthopedically Hand) 3q u-g

TEXAS, U. OF AUSTIN, TEXAS
Care of Crippled Child in the Classroom 2 u-g
Cerebral Palsy Wrkshp 4 g

TEXAS WOMAN'S U. DENTON, TEXAS
Educ of the Physically Hand 3 u-g

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Therapeutic Care of Crippled Ch 2 g
Care & Educ of Crippled Ch 2 g

WESTERN MICHIGAN U. KALAMAZOO, MICH.
Directed Tchg (Crippled & Homebound) 4 u-g

WISCONSIN, U. OF MADISON, WIS.
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Clin Methodology in Articulation Disorders 5q u-g

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Speech Path III 4q u-g
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Clin Meths & Pract in Speech Corr II 4q u
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Applied Phonetics 4q g
Beginning Speech Ther, Clin Meths & Pract 4q g
Adv Speech Ther, Clin Meths & Pract 4q g
Semnr in Speech 4q g

BAYLOR U. WACO, TEXAS
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Clin Pract in Speech & Hearing Ther 2 u
Adv Clin Pract in Speech & Hearing Ther 2 u-g

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Speech Ther for Voice Disorders 3 u-g
Clin Pract in Speech 3 u-g
Tchg Speech in the Classroom 3 g
Adv Clin Techniques in Speech 2-4 g

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Prins of Speech Corr 3 u-g
Disorders of Speech 3 u-g
Clin Pract in the Coll Speech Clinic 2 u-g

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Speech Clinic: Meths & Pract 2 u-g

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Adv Clin Practs 4q u

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Speech Corr 2 g

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Semnr in Speech Path 9q g
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Clin Pract II 2 u-g
Speech Path 3 g
Res in Speech Path 1-8 g

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Semnr & Practicum in Stuttering 6 g
Semnr in Examination & Diagnostic Procedures in Speech 6 g
Semnr & Adv Practicum in Clin Procedures (Speech) 6

OREGON, U. OF — EUGENE, OREG.
Speech Path 3q u-g
Semnr: Spec Probs in Speech Path 3q u-g
Clin Speech Ther 2q u-g

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Speech Probs 3 u-g

PURDUE, U. — LAFAYETTE, IND.
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